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THE FIRST FLAG

AND OTHER

PATRIOTIC PLAYS

AND

EXERCISES

For Children from Eight to Fifteen Years

EDUCATIONAL PUBLISHING COMPANY
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PLAYS AND EXERCISES

THE FIRST FLAG

BERTHA E. BUSH

A dear little lady sat [1] in her chair,
  In her Quaker suit of gray,
When there came a knocking [2] at the door,
  On a long-ago June day.

She rose [3] from her seat, and she opened the door,
  And she courtesied [4] very low,
For Washington stood there, hat in hand, [5]
  On that June day long ago.

"O Mistress Betsy Ross," he said, [6]
  With a bow polite as could be,
"Will you not make a bonny flag
  For our country and for me?"

"I'll make you the finest flag I can, [7]
  Of red, and white, and blue."
She threaded her needles, and cut her cloth, [8]
  O every stripe was true!

Each pointed star was just exact;
The seams would never fray.
"'Tis a well-made flag," said quaint Betsy Ross,[9]
On that long-ago summer day.

And the soldiers shouted and tossed their caps,[10]
And the women waved kerchiefs too, [11]
As the first flag floated on the air,
With its red, and white, and blue.

MOTIONS

1 Girls sit very primly at desks with hands crossed on laps.
2 Boys knock on desks.
3 Boys and girls stand and turn to face each other.
4 Girls courtesy to boys.
5 Boys remove imaginary hats and bow low.
6 Boys speak.
7 Girls speak and courtesy.
8 Girls are seated and go through motions of cutting cloth, threading needles, folding and cutting stars, and basting them on, measuring and sewing stripes, and so on. Boys watch them respectfully.
9 Girls speak as they make believe fold up their work and give it to the boys. Boys bow and girls courtesy in return.
10 Boys wave caps.
11 Girls wave handkerchiefs. Meanwhile a flag is carried to the front and held up. All salute the flag and join in singing a patriotic song.

A FLAG EXERCISE

BERTHA E. BUSH

This [1] is the flag of our country;
  We hold it as high as we may; [2]
This [3] is the way it is waving
  From ocean to ocean to-day.
See its bright stripes, white and crimson,[4]
  That tell us of honor and love;
See its blue field and the stars there,[5]
  Like a bit of the night sky above.
With joy and with pride, we salute it;[6]
  Our hearts are all loyal and true; [7]
Hurrah for the flag of our country! [8]
  Hurrah for the red, white, and blue!

Motions

Let all the children carry flags, if possible. Have one stand in front with the largest and handsomest flag, and act as leader. At the close of the exercise, they march around under his leadership, and perform any evolutions desired.

1 Flags held proudly in front at arms' length.
2 Flags lifted high.
3 Flags waved.
4 Point to stripes.
5 Point to stars.
6 Dip flags toward the large flag in front.
7 Flags placed over hearts.
8 Flags waved.

A FLAG PLAY

(Designed as an exercise for an entire school or a selected group of children who use the small flags according to the directions given below. Each child has two flags to be used together.)

[1] Little banners gay and bright,
[2] Red and white and blue,
[3] Straight and still, a pretty sight!
[4] See what they can do.

[5] Now they wave in pretty rings,
Just like birds with brilliant wings.
[6] Now from left to right they go,
Always moving, soft and slow.

[7] See them flutter, far on high,
Pointing upward toward the sky.
[8] Round they whirl, in steady rows,
Like a pinwheel as it goes.

[9] Pointing downward to the floor,
[10] At the side, they rest once more,
[11] Both at once, their bright folds toss,
[12] Now, behind my head they cross.

[13] If I hold them up with care,
There's an arch high in the air.
[14] Here's a frame, red, white and blue,

Made to let my face peep through.
[15] Hail, O flag of colors three,
Bonny flag of liberty!

Motions

1 Hold flags in front (close to body) in a vertical position, one in each hand.

2 Eyes look downward as if counting the colors.

3 Flags, still held in vertical position, placed out in front and at the length of the child's arms, keep them very still.

4 Eyes raised from flags. Nod heads toward the audience.

5 Flags, held in vertical position, one in each hand, waved very rapidly in circles. Hold hands apart the width of the child's shoulders.

6 Move both flags, in same vertical position, very slowly from left to right.

7 Raise both hands to full length of arm over head. Look upward and wave flags slightly.

8 Arms held out in horizontal position at sides. Flags also horizontal. Wave flags rapidly in circles.

9 Point top of flags downward to the floor.

10 Arms out at side. Flags held in vertical or "rest" position.

11 Both flags held together in both hands, each hand clasping both sticks. Cross flags behind head.

13 Hold flag upward obliquely. Touch neighbor's flag to form an arch.

14 Touch tip of flags and peep through "frame" thus made.

15 Wave flags vigorously as last two lines are recited.

SERVING THE COUNTRY

DOROTHY GREEN

(An Exercise for seven boys)

Leader

Do you love your country, fellows, say?
What would you do for it, anyway?

First boy

I'd fight for the flag, if war should come;
I love to march when they beat the drum.

Second boy

If I were chosen for President —
If a war were coming, of course, I meant —
I'd save the country by some wise plan
And folks would call me a famous man.

Leader

But wars in these days are mighty few,
If there wasn't fighting, what would you do?

Third Boy

I'd help make laws that were good and great,
And get them passed in every state.

Fourth boy

I'd study laws that other men made,
And try to see they were well obeyed.

Fifth boy

I'd see that the flag was not abused —
Not torn, or stepped on, or cheaply used.

Sixth boy

I'd always vote when elections came;
If I couldn't win, I'd vote just the same.

All

O there's lots to do for our land and flag
Without any fighting or fuss or brag;
And it's up to *me* (*pointing*) and it's up to *you*
To just quit *talk* and begin to *do*.

THE FLAG

Pretty stripes of shining red,
Gleaming brightly overhead,
Broad, clear bands of white that glow
Like the newly fallen snow,
Pure stars in a field of blue,
That's the flag for me and you.

I'm not so very big, you see,
But people do not have to be
To love, with heart and purpose true
The dear old red and white and blue.

OLD GLORY'S CHILDREN

DOROTHY GREEN

CHARACTERS

OLD GLORY (older girl, draped in red, white and blue)
FLAGS (six smaller children, each bearing a flag)

(*Old Glory enters, seats herself, and calls to children outside*)

Old Glory

Children! Children! Where are you all?

Children

Coming, Old Glory! We heard you call.

(*Children enter and stand around Old Glory.*)

Old Glory

Why are you standing idly there?
Flags were made to float on the air.
Out in the world with you, every one,
And don't come back till your work is done.
Then I'll give this star (*shows gilt star*) to the one whose deed
Proves her Old Glory's child indeed.

Children

All right, Old Glory! Good-by! Good-by!
We can't all win, but we'll surely try.

(*Cnildren go out; Old Glory sleeps.*)

Children (*re-entering*)

Now, Old Glory, we've come to say
What we've done since we went away.

Old Glory

Welcome, children! We'll quickly test
Who's done better than all the rest.

First Flag

I led an army into the fight;
Men died to follow my colors bright.

Old Glory

It's brave to fight, but don't forget
There may be other things better yet.

Second Flag

I rode at the mast of a stately ship
Around the world on a long, long trip,
And homesick people far away
Grew glad when they saw my colors gay.

Old Glory

Good, my child! That was kindly done.
But still, in the doing you had your fun.

Third Flag

I flew from a school-house flag-pole high
In sight of the children passing by.

They all saluted and praised my name
And sang me songs when a flag day came.

Old Glory

Not for the children you worked, I fear,
But because their praise was pleasant to hear.

Fourth Flag

I lay on the tomb of a famous man
Who helped our country when war began,
In sunny France, where he sleeps to-day,
I brought him greetings from far away.

Old Glory

All praise to the hero with heart so true,
But more to the living is service due.

Fifth Flag

In a great shop-window I stand all day,
I "bring in trade," so the owners say.

Old Glory

Shame on the child who stoops to lend,
Old Glory's colors to that base end.

Sixth Flag

I was bought and wrapped and carried away,
But I fell to the pavement, and there I lay,
Till sudden I heard a buzz of noise
And down the street came a crowd of boys.

The rest were teasing a little Greek —
A plucky chap — but he couldn't speak
A word of English, or understand
One word in ten, in this strange new land.
Friendless, helpless, ready to cry,
The gleam of my colors caught his eye.
Quickly he snatched and held me fast
As if he had found a friend at last,
Then turned on the boys, as if to say,
"You can't touch this," and they slunk away.

Old Glory

The star is yours, for the noblest deed
Is to serve the helpless in time of need.

(*Pins star on Sixth Flag. All join in singing one verse of some flag song.*)

TO THE SCHOOL-HOUSE FLAG

(For a little flag-raising or any Flag exercise, which may be followed by a Flag Song.)

We love to see you, beautiful Flag,
  Run up your staff so slender,
We love to watch you float far out
  On the wind in starry splendor.

We love to think of you, always there,
  God's own blue sky above you!
Dear Stars and Stripes, wave on, wave on —
  We love you, love you, love you!

LITTLE FLAGS

ALICE E. ALLEN

(For four groups of children, first and second composed of little boys, third and fourth of little girls. The tallest boy and girl of each group carries large flag and takes position in front of others as color bearer. All others carry small flags concealed until recitation.)

FIRST GROUP

Color Bearer (unfurls a large flag, waves slowly, recites)

The Twelfth of February,
All Red and White and Blue,
The great flags wave to bless the name
Of LINCOLN strong and true.

All in group kneel about color bearer, lift flags, wave, slowly recite

For LINCOLN, gentle, just, and brave,
Our little banner, too, shall wave.

SECOND GROUP

Color Bearer (as above, recites)

Upon the Twenty-second,
From dawn till day is done,
Our country's flags float, warm and bright,
To honor WASHINGTON.

All in group form circle about color bearer, wave small flags, recite

Our little flags, now, every one
Is waving for GEORGE WASHINGTON.

THIRD GROUP

Color Bearer (as above, recites)

I think some of the banners
Out in the winter sun,
Should show their Red and White and Blue
For MARTHA WASHINGTON.

All in group form circle as above, recite

At any rate, our flags shall wave
To honor MARTHA, sweet and grave.

FOURTH GROUP

Color Bearer (as above, recites)

Somewhere, I hope Old Glory
Its shining folds will toss
In memory of the first old Flag,
And dear old BETTY ROSS.

All in group form circle, as above, recite

Our happy little flags shall show
That BETTY'S name full well they know.

Color bearers of each group step forward, standing some distance apart, wave flags slowly, recite

There is a name that always
Receives a cheer or shout —

For our honored President,
Let every flag wave out.

Boys and girls of each group step forward, form circle about color bearer, wave flags gaily, recite

For our President — One! Two! Three —
Our little flags float joyously.

Boys and girls of each group march around and around their color bearers, wave flag, sing

(AIR: Chorus of "Star Spangled Banner")

O Star Spangled Banner,
Long, long may you wave
For the Land that we love,
And its heroes so brave!

(March may be continued as long as desired.)

GUESS

It's red like the sky,
When the sun is low,
It shines upon high
Like the pure white snow.
Then many stars shine
In a field of blue.
What's this riddle of mine?
Now just guess it — can *you?*

THE FLOWER FLAG

ELEANOR CAMERON

This little play is especially designed for the very youngest children since many little tots may appear who are not required to say anything. The characters are:

(1) *Columbia* A rather large girl who should be dressed in red, white, and blue. She may wear a crown made of stars, or if preferred, a simple band of gilt paper with a shield or other appropriate emblem fastened to the front of it.

(2) *Page* A small boy dressed in a regulation page's costume.

(3) *Spring* A large girl, who may be dressed in a costume fashioned out of green crinkled tissue paper, and trimmed with paper flowers and garlands of leaves. She should wear a wreath on her head.

(4) *Red Flowers* (1) *Rose* and any number of selected children to impersonate her sister roses. (2) *Tulip* and selected number of her sister flowers. (3) *Geranium* and other children to act as geraniums. (4) *Carnation* and several children to appear with her.

In selecting each group of flowers, the number chosen will depend greatly upon the wishes of the teacher. If there are many very tiny children in the primary room, they can all be easily worked into this exercise. On account of the costuming, the teacher may wish to limit the number to five or six, counting the speaker. It will be found that the mothers will be glad to make the costumes for the use of their

children who may take part in this little play. If crinkled tissue paper is used for all of the flower costumes, the labor will be reduced to the minimum. Each one of the flower children may wear a green skirt, broad red collar, reaching to the waist and trimmed with the foliage (imitated) of the blossom she represents and a wreath of her particular flowers placed upon her flowing hair. The teacher may use her ingenuity in planning these little dresses, but the form of costume that is here suggested, is very quickly and easily made, and beside these two advantages, has the still greater one of being very inexpensive, If it is desired, each of the flower children may wear a cap fashioned in imitation of the blossom represented.

(5) *White Flowers* (1) *Lily* and the other little ones who take the part of this flower. (2) *Daisy* and the children who appear with her as white daisies. (3) *White Rose* and a group of children who impersonate this partlcular blossom. (4) *Apple Blossom* and her attendants.

(5) *Morning Glory* and a group of her sister blossoms.

Plan the dresses of the white blossoms upon the suggestion given for the red costumes, but substitute the white for the collar and the wreath of flowers worn upon the head. If possible, have as speakers a little girl who is taller than her attendant blossom children.

(6) *Blue Flowers* (1) *Bluebell* and her group of sister flowers. (2) *Violet* and a number of very tiny children who appear with her. (3) *Cornflower* and the children who appear with her. (4) *Iris* and her attendant blossoms. (5) *Forget-me-not* and some small children who take the part of this flower.

(7) *Stars* A number of children who appear in white

dresses with crowns made of white and silver stars, or white bands with one large star in the front.

(*At the opening of the play, Columbia should be seen sitting upon an improvised throne and holding a large flag in her hand. The little page is seen sitting at her feet. Suddenly there is a rap at the door and the little page rises quickly and faces Columbia, who says clearly*)

Some one is knocking, loud and clear,
  Whoever can it be?
Go quickly, child, and bring him near,
  That I his face may see.

(*The page runs swiftly to the door, throws it wide open and discloses Spring, who is standing in the doorway. The little page bows low, takes the hand of Spring and leads her up to the throne where Columbia sits waiting.*)

Page (*looking at Columbia*)

I found this lady at the door;
I've often seen her face before;
She brings the flowers, the birds to sing,
The soft, green grass. Her name is Spring.

(*Spring bows low and then Columbia speaks.*)

Columbia

I'm glad to greet the Spring to-day.

Spring

I have a word or two to say.

Columbia

Speak on, O Spring, and do not fear,
We gladly wait your words to hear.

Spring

The flowers heard the children tell
About the flag they love so well.
So, for a flag, they all agree
To furnish you the colors three.
They wait this promise to fulfil,
And gladly come to do your will.

Columbia (*to the page*)

Outside the door? Run quick, my dear,
And bring the waiting flowers here.

(*Page runs to the door and brings in the red flowers, all of whom skip lightly in behind the leader, who carries a single large flower in her hand. As each little one reaches the throne she should drop lightly upon one knee and bow her head to the girl who impersonates Columbia, before she takes her place in the group about the leader. If it is desirable to have this exercise short, the red flowers may enter all together. If there is a piano in the room, it adds greatly to the beauty of the little play if the different groups of red flowers enter one at a time to the accompaniment of characteristic music. In this case, try to have each group come in differently.*)

Red Rose (*stepping forward surrounded by her attendants*)

I am a rosebud, warm and gay,
My red is bright indeed,
I'll lend to you my crimson hue,
To help you in your need.

(*Each flower maiden spreads her skirts, bows low and steps backward.*)

Tulip (*stepping forward*)

I am a tulip, strong and fair,
I grow when Spring is here.
Just borrow for your banner there
My color bright and clear.

(*Tulips bow and step backward.*)

Geranium (*stepping forward with her group*)

I came at dear Columbia's call,
Geranium, you see;
Pray take my red and use it all
And happy I shall be.

(*Other children nod heads to emphasize this statement.*)
(*Geraniums bow and step backward.*)

Carnation and sister flowers step to the throne and kneel for a second

I'm called Carnation, as you know,
With fragrance, spicy-sweet.
I offer you my crimson glow,
Your banner to complete.

(*Carnation children curtsy and step back.*)

All Red Flowers group in half circle about throne and repeat in concert

Now, dear Columbia, here we stand
To make a flag at your command.

(*Enter White Flowers while the red blossoms withdraw into the background.*)

Easter Lily (*stepping forward with her group*)
I'm Easter Lily, fair indeed,
A pure and pretty sight!
You'll find in me just what you need
To make your stripes of white.

Daisy and attendant blossoms step forward, drop quickly to one knee and stand erect as the leader speaks
Although my heart is made of gold,
My frill is purest white;
My collar's just the thing I'm told,
To make your banner bright.

(*Bows and steps backward.*)

White Rose and her group step forward
My sister rose is warm and red,
But I am pure as snow!
Upon your flag my white I'll spread,
You'll need it all, I know.
(*Group of Roses step backward.*)

Morning Glory and her attendants step up, kneel, etc.

My sisters dress in pink and blue,
  But I rejoice to tell,
There's white in plenty here for you
  In Morning Glory's bell.

(*Morning Glory group steps backward.*)

Apple Blossoms (*take position and leader speaks*)

Apple blossom brings her hue
  White as clouds above,
Gladly gives it all to you,
  For the flag we love.

(*All bow and again step backward.*)

White Flowers group into half circle and speak in concert

Here we stand in plainest sight,
Ready for your stripes of white.

(*Enter blue flowers, who kneel an instant and rise quickly as they all take a step forward.*)

Blue Flowers (*speak in concert*)

Just place us close together here,
  We are the self-same hue,
We gladly give our color clear
  To make your field of blue.

(*All step back.*)

Bluebells step up to the throne and leader speaks

I'm little Bluebell, take me -- do!
I'm just the very shade for you.

(*All step back.*)

Violet

I'm Violet, my hood, I knew,
Would help to make your field of blue.
(*Violets withdraw to background.*)

Cornflower

A cornflower has a cap of blue,
And so I came to help you, too.
(*Steps back.*)

Iris (*running forward with her group of flowers*)

And Iris hastens quickly, too,
And brings her bit of shining blue.

Iris (*turning about and beckons to the other blue flowers, saying*)

Come, sisters, come! Draw near to me
And what a pretty field we'll be!

Columbia (*leans forward to smile kindly upon all of the surrounding flowers*)

Dear little flowers, your aid I take;
A lovely flag you'll surely make.
But hark! There's some one at the door,
I think I heard them knock before.
(*Another knock.*)
They're anxious to come in — that's clear —
Go, little page, and bring them here.

(*Page runs and throws open the door and the little stars skip in to a lively piano accompaniment. The children*

representing the stars arrange themselves in three groups and the first group (standing in the center) should contain the largest and loudest voiced children. This group should recite the first, third, fifth, etc., lines, while the other two groups take up the echo as a refrain.)

Stars in first group
We quickly came away,

Second Group
Came away,

Third group
Came away.

Stars in first group
Because, you see, we knew that to-day,
Yes, to-day,
You were building up a flag, bright and fair,
Bright and fair,
We will shine within the blue. Put us there,
Put us there.
We will twinkle, we will glow! You shall see!
You shall see!
There were never stars that shone bright as we!
Bright as we!

Columbia
Pretty stars, I welcome you,
Shine within our field of blue

As you twinkle, clear and bright,
In the lovely sky at night.

(*At the end of Columbia's speech, the piano sounds in a dreamy, swaying measure and the stars and flowers weave in and out until each group has taken its position, before Columbia, in a flag built up on the model of the stars and stripes. Close the exercise with a spirited flag song.*)

(In planning this primary play, care has been taken in its structure so that it can be adapted to almost any primary room. The number of little participants may vary according to the desire and purpose of those in charge of the Flag Day Program. For a very short form of the exercise but one flower of each group may be taken. Be sure that the part of Columbia is given to a larger girl who can learn the lines both easily and quickly.)

AMERICA'S EMBLEM

I know of a beautiful banner,
  A banner of colors three,
It stands for a glorious nation
  And waves o'er a country free.
A banner close watched and defended
  By citizens loyal and true,
Of course 'tis America's emblem,
  The red and the white and the blue.

A FLAG GAME

Teacher What are you?
Pupil I am a flag.
Teacher Name your colors.
Pupil I am red, white and blue.
Teacher What does red stand for?
Pupil Red stands for courage.
Teacher What does white stand for?
Pupil White stands for purity.
Teacher What does blue stand for?
Pupil Blue stands for truth.
Teacher Who made you?
Pupil Betty Ross made me.
Teacher How many stars did you wear at first?
Pupil At first I wore thirteen stars.
Teacher How many do you now wear?
Pupil I wear forty-eight stars now.
Teacher What does each star stand for?
Pupil Each star stands for a state.
Teacher What do people call you?
Pupil People call me Flag, Old Glory, Stars and Stripes, Star Spangled Banner, The Red, White and Blue.
Teacher Give a Flag Salute.
Pupil I pledge allegiance to my flag,
And to the republic for which it stands;
One nation indivisible, with liberty and justice for all.

FLAGS OF MANY LANDS

ELEANOR CAMERON

The following exercise is much more effective if the children are costumed to suit the various countries. If desired, only one child may be chosen to represent each nation, but if possible, have a group for each land. Where a group is chosen, have one child for a speaker and let the others assist with appropriate gestures. The speaker should carry the flag of his nationality and the entire group (girls and boys) should be costumed.

If possible, select children who are really of the nationality to be represented, as the parents can often design the costume from memory and are generally delighted to do so. Where a child is chosen to represent a foreign nation (not his own) he should be selected very carefully with reference to coloring, hair, etc. Many of the geographies and almost any encyclopedia will furnish pictures of the typical foreign modes of dress.

In grouping the exercise, place each speaker a little to the front of his group of countrymen, being careful to have a wide space between the different nations.

The gestures given below are suggested for the group — not the speaker. While the recitation is given, the rest of the group carry on a pantomime, suiting the words of the speaker with a variety of gestures. These can be arranged by the teacher herself, but a few are suggested below each recitation. Where the men-

tioned articles in the different parts are obtainable, they should be shown by the children of the group as the speaker mentions them.

America and her group should be stationed at one side and a little in front of the other nations. The speaker should be supplied with a very large and beautiful American flag and should be costumed in a dress of flag cloth.

(Songs are not introduced here, but they can be added by teachers with good effect. Also a final tableau can be made very beautiful with costumes.

America (*stepping forward and facing the others*)

Hail, brothers and sisters from far, far away!
We welcome you all to our country to-day;
[1] Our banner, in greeting, waves proudly above,
Pray tell of the flag and the people [2] *you* love.

MOTIONS

1 All point to large flag.
2 Wave hand toward the other groups.

If the children have been taught the salute commonly used by our soldiers, this may be given at the word "hail." If not, a deep bow may be used in its place. The latter will probably be preferable and easier.

JAPAN

[1] I came here to greet you from far-off Japan,
Imagine my queer island home, if you can,

Where clear, rushing rivers flow rapidly by
[2] And tall hills and mountains reach up toward the sky.

At evening, the nightingale sings with delight,
From thick groves of cherry blossoms fragrant and bright,
While in the canals and the moats still and deep.
The queer drowsy lotus buds lie fast asleep.

My home is quite low. When the weather is fair
We open up three sides to let in the air;
Some vases on stands and a mat on the floor,
Long screens on the wall and we ask for no more.

[3] You think that my gown is peculiar, I know,
But off in my land, all the children dress so;
[4] In sandals just like these, we run out to play
And sail our big [5] kites every bright sunny day.

But when we come in they are always untied
And left by the door, on the long porch outside;
A country and people both healthy and grand,
Don't you wish that you lived in the cherry tree land?

MOTIONS

1 Bow.
2 Raise hands and look upward.
3 Hold out dress on each side.
4 Show sandals and point.
5 Show big bright colored kites.

Sweden

[1] My home is in Sweden — a land far away,
[2] With high rocky shores where the waves dash and play;
[3] Far out on the ocean — a beautiful sight —
Are fishing boats busy by day and by night.

Most lovely indeed is the home I call mine,
Its flowers and trees and its thick growing vine;
[4] Away o'er the hills shines a sky deep and blue,
My fair Swedish home — none is like unto you.

Motions

1 Bow.
2 Raise hand high.
3 Put hands above eyes as though looking out over the water.
4 Stretch out one hand on word "away."

Holland

[1] My country is Holland — a queer place, I know,
It's level and flat and it lies very low,
[2] So big, heavy dikes just as strong as can be
Are built round the low parts to keep out the sea.
Great herds of fine cattle are seen here and there,
Canals small and wide, flow about everywhere;
[3] We on our skates o'er the smooth ice do glide,
In summer we sail our toy boats near each side.

My home is a small one, but spotlessly neat,
My mother makes cheeses and [4] butter to eat,

Our garden is blooming with bright colored flowers;
[5] There never was a country so pretty as ours.
I'm sure if you could, you would certainly choose
[6] To grow up in Holland and wear wooden shoes.

Motions

1 Bow and point to flag.
2 Show height of dikes.
3 Look at each other and nod heads vigorously to confirm speaker's statement.
4 Churning motions.
5 Shake heads "no."
6 If you can get wooden shoes big enough to wear let the speaker use them. The rest of the group may hold up the tiny little pairs generally seen.

Ireland

The place that is fairest and dearest to me,
Lies just like a gem in the midst of the sea.
[1] At home the green fields stretch for many a mile,
And that's why my land is the Emerald Isle.

Our boats and our fishermen sail far away,
And catch many fish ere the close of the day,
While numberless spindles in city and town
Are weaving the linen that brought us renown.

[2] A nation of people with hearts light and gay,
And time for a laugh on the busiest day;

[3] This flag is our banner. I'm glad I belong
To a land rich in beauty and story and song.

MOTIONS

1 Stretch out arm to illustrate distance.
2 Nod heads and look at each other.
3 Wave toward flag that speaker holds.

ENGLAND

My home is in England. We speak as [1] *you* do,
[2] Our flag has your colors, the red, white, and blue —
But on [3] *your* blue field shine the pretty white stars,
[4] While ours has two crosses of red and white bars.

[5] Our country has castles — a century old,
Big cities and mines — mills of numbers untold;
While out on the sea with their banners unfurled
[6] Our big ships go sailing all over the world.

[7] The children at home dress a great deal like you,
We play all the games that Americans do;
[8] We go to school daily and everyone tries
To grow up a citizen — brave, true, and wise.

MOTIONS

1 Point to American flag.
2 Wave hand toward their own flag.
3 Point toward stars in American flag.
4 Point toward two crosses in English flag.
5 Nod heads to confirm speaker's statement.
6 Wave hands to indicate distance.
7 Hold out dresses.
8 Nod at each other.

Italy

I'm sure you will think there is no home like mine,
A land bright and fragrant with blossom and wine,
Ripe grapes on the hillsides all purple and sweet,
And [1] big golden oranges all ready to eat.

Our mountains are many — our lakes lie between,
[2] Our skies have the loveliest hues ever seen;
The children run gaily and shout in their play,
[3] All dressed just as we are in clothes bright and gay;

I love my bright country, the finest on earth;
Three cheers for old Italy — land of my birth!

Motions

1 Hold hands together to shape a big orange.
2 Nod heads.
3 Hold out dresses and bow.
4 Speaker wave flag — others wave hands.

China

[1] My country is China — a place old and queer —
[2] I can't understand what you say over here;
[3] This dress that you see is the dress of my land,
It's made very loose [4] with wide sleeves at the hand.

When I'm grown up, do you know what I'll do?
I'll buy me a round cap and [5] wear a long cue;
Our house is a low one — our floor is the ground,
Our windows are paper — few glass ones are found.

I live in a city and round the outside
[6] We built a high wall very heavy and wide,
The gates of our wall are closed up every night
And opened again at the dawning of light.

I wish you could go home to China with me,
[7] I'd show you our hillsides all covered with tea,
The pools and the swamps in a part of our land
Where, growing in water, the tall rice-plants stand,
No land could be dearer wherever I roam
Than that which my millions of people call home.

(The part of China is so long that a larger child may be chosen for the speaker. If smaller children be taken, the recitation can easily be divided into two or three parts. The same plan may be followed with the recitation of Japan.)

Motions

1 Bow.
2 Shake heads.
3 Spread out skirts.
4 Shake sleeves.
5 Measure a long cue with hands.
6 Raise hand to illustrate high.
7 Nod at each other.

France

The country I love is a [1] beautiful land,
With mountains and scenery, striking and grand,
With many big mills where the looms swiftly fly
And turn out the silks and the linens [2] you buy.

Our hillsides will furnish you grapes, if you please,
And oranges and lemons hang low on our trees,
While mulberries furnish their leaves fresh and sweet
For numberless queer little silk-worms to eat.

My light-hearted people are always polite,
[3] I try to have all of my manners just right;
[4] My dresses are dainty with ruffle and lace;
Now don't you think France is a very fine place?

MOTIONS

1 Bow.
2 Point toward American group.
3 Nod at each other. Some drop elaborate courtesy.
4 Touch ruffles and lace on gown.

RUSSIA

My country is Russia — a place big and grand
Where forests of timber stretch [1] far o'er the land,
And broad fields of barley, of wheat, and of rye,
[2] Grow up, green and smiling, to gladden the eye.

[3] Far in the north where cold winters abound,
Dogs pull your sleds o'er the hard, frozen ground,
And many big mines give their wealth to the land
[4] That owns this bright flag waving here in my hand.

MOTIONS

1 Stretch out arms.
2 Raise hand from side to side to about height of shoulder to illustrate growing.
3 Point or wave hands toward the north.
4 Point or wave toward the flag.

America

The land of all lands in the whole world to me
Is the home of the brave and the land of the free,
Where forest and field make a vision most fair,
And liberty's felt in each breath of the air.

A long time ago when our country was new
She gathered her citizens loyal and true,
From every nation, the sad and oppressed
Came over the seas to gain freedom and rest

Our flag waves to-day, as it waved long before
To welcome all peoples who come to our shore;
Your emblem and land may be dearer to you,
But I love the flag of the red, white, and blue.

American group and rest of school sings:

"There are many flags in many lands," etc.

OUR FLAG

ALICE E. ALLEN

Whatever I am doing,
  I love to think — don't you? —
Our Flag above the school-house waves
  Its Red and White and Blue!

A LIVING FLAG

M. L. B.

(Ten children may take part in this exercise, which I have found goes well for first or second grade. They are to wear paper sashes and caps. The Dennison crêpe paper makes a prettier, more easily adjustable sash than tissue paper. Three wear red, two white, the five remaining blue with white stars. They sit in their seats or stay in the dressing-room awaiting their turns to come to the platform. As each child recites his verse he stands and waits. When all have recited, the flag is formed, alternate red and white, then the blue all together.)

Red

When Betsy Ross first made the flag
She took a piece of red.

White

And when beside it white she placed,
"They look all right," she said.

So then her needle fast she plied,
Her cloth she cut with care.

First red, then white, and sewed them well,
Of each an equal share.

The red means we will bravely endure,
The white means we must be good and pure.

(This makes the alternate red, white, red, white, red. Then the blues stand beside.)

Blue (*one at a time*)

Then cloth she took and cut a square
And made the corners true,

And this time for the color bright
She chose a lovely blue.

She used her scissors sharp, and cut
So many pretty white stars.

She put them on her big blue square,
Then sewed it to the bars.

The blue means that whatever we do,
We must try to be always true.

(*In concert*)

Now that was how the flag was made,
And we have made for you
A living flag with colors right,
The red, the white, the blue.

We've told you what the colors mean
And now we'll tell you why
We made this flag for you to-day —
You'll guess it if you try.

The birthday of George Washington
To-day we celebrate —
He loved the flag and that is why
He was so wise and great.

SEE MY FLAG

(Recitation for the whole school)

[1] I've a banner, [2] fair and bright,
[2] See it gaily [4] go
[3] Slowly now from [4] left to right
[3] Waving to and [4] fro.

[1] I've a flag of colors three,
[5] Watch it gayly swing,
[5] Moving swiftly as can be
[5] In a little ring.

[6] Pretty flag with field of blue,
Striped with white and red,
[7] 'Tis our joy to look at you
[8] Waving overhead.

[9] How I love our banner bright,
[8] May it freely wave
[10] Far and long — a pretty sight —
O'er the free and brave.

(This little exercise should be spoken in a very animated way. Each of the children may be provided with a small flag which can be handled according to the following directions. It will add greatly to the effectiveness of the exercise if every child wears on his head a red, white and blue cap.)

Motions

1 Hold the little flags directly in front and look closely at them.
2 Wave flags with short strokes.
3 Wave flags from right to left.
4 Wave flags from left to right.
6 Hold flag by the two ends, and look at it while speaking the first two lines of this verse.
7 Raise flags slowly.
8 Wave flags overhead.
9 Hold flag in both hands about on a level with shoulders and look proudly at it while speaking.
10 Wave flag overhead with long sweeps of the arm.

OUR FLAG

BERTHA E. BUSH

Over the school-house, floating high,
We see our flag as we pass by.

It has thirteen stripes, and seven are red,
And six are white as the snow instead.

With a little piece of star-filled sky
Set in the corner to gladden the eye.

You may search and search the whole world through,
There is naught so dear as its red, white and blue.

PATRIOTIC LETTERS

A. E. A.

(For five children with Flags, each wearing a letter)

Child as W

Of all the letters twenty-six,
I'm quite the happiest one,
I'm willing little W —
I wave for *Washington!*

Child as L

I'm sure I'm very happy, too,
For I can help to spell
The well-loved name of *Lincoln* —
I'm loyal little L.

Child as F

And here's another letter small,
Well known to February,
I help to float the starry Flag —
I'm F — and famous very!

Two as H's

We're H's — quite hilarious,
Behind us comes applause;
This is our busy season —
We lead the "Hip Hurrahs!"

All (sing waving Flags to chorus-music of "Yankee Doodle")

Hip Hurrah for Lincoln brave!
And for Washington, we say!
Hip Hurrah for Flags that wave
In their honor on this day!

FLAG OF OUR HEARTS

A. E. A.

(For four or more children — selected ones giving first four stanzas and all the last. This may follow any salute to the Flag.)

O Flag of our hearts! did you really know
Those wonderful days of long ago?

Did your splendid bars and your splendid stars
Guide our Country through cruel wars?

Did Washington see you against the skies,
With a prayer in his heart and a tear in his eyes?

Did your starry Red and White and Blue
Bless and strengthen our Lincoln, too?

O Flag of our Hearts! when we think of your story—
We cannot love you enough — OLD GLORY!

THE MESSAGE OF THE FLAG

HARRIET HUNTING PIERSON

(An Exercise for three children)

(*Children enter, each carrying a furled flag*)

All

Every color in our flag
  Speaks a message true;
Listen while its folds unfurl (*Unfurl flags*)
  Red and white and blue.

First Child

Red will tell of noble deeds
  Done by men of might;
Hear it cry, "Be brave, be brave,
  Striving for the right!".

Second Child

White will tell of stainless lives;
  Hear it softly plead;
Hear it say, "Be pure, be pure,
  Both in thought and deed."

Third Child

Blue will tell of faithful hearts;
  Hear its earnest call;

This it says: "Be true, be true,
Though the heavens fall!"

All (sing to the tune of "Battle Hymn of the Republic," waving flags gently)

North and south o'er plains and mountains,
East and west from sea to sea,
Floats aloft our royal banner
O'er a country great and free;
Far and wide it bears the message
That it brings to you and me —
"Be brave, be pure, be true."

UNDER ONE FLAG

ALICE E. ALLEN

(For two groups — first boys, second girls — each group under one flag.)

Boys

We're standing shoulder to shoulder —
Pats, Fritzes, Giovannis, and Bens —
Of the Land of the Free and the Home of the Brave,
We're proud to be citizens.

Girls

We're standing shoulder to shoulder, too —
Jeans Norahs, Gretchens, and Bessies —
Of the Land of the Free and the Home of the Brave,
We're proud to be citizenesses!

EXERCISE — MY COUNTRY'S FLAG

C. ELIZABETH WESTMAN

NOTE The material needed for this exercise is a large American flag and a ten cent package of paper "Flags of All Nations." These may be found at any store where Japanese goods are sold.

During the salute the class remains standing; at line 1 the right hand is to be extended towards the American flag — placed in a prominent position at the front of the room. At line 2 the right hand makes the appropriate gestures for the salute, as taught in most schools.

The "Flags of the Nations" should be stretched — on the cord upon which they come suspended — in some section at the front of the room, where each child can, with a pointer, indicate the special flag to which he refers in his stanza.

SALUTE

Class

To this — my Country's honored flag —
I give my head, my heart, my hand!
I know no flag so beautiful
That floats in any foreign land.

First Child

The little folks of England's shore
  Have quite a pretty flag, 'tis true,
They love it well, I do not doubt,
  But 'tis not *my* Red, White, and Blue.

Second Child

In Holland, too, the children love
  Their flag with my same colors, too;
They watch it float o'er land and sea,
  But 'tis not *my* Red, White, and Blue.

Third Child

In Germany the boys and girls
Oft watch a flag not quite so bright;
Black, white, and red its colors are,
Red, White, and *Blue* for me are right.

Fourth Child

I'm glad I'm not a Chinese child,
  A yellow flag with dragon bold
Floats o'er the land where tea plants grow,
  A very quaint old land, I'm told.

Fifth Child

And then across in far Japan —
  Where everything is odd, I hear —
The boys and girls are too polite
  To ever *dream* their flag is queer.

Sixth Child

As for a red and yellow flag,
  Like that of distant sunny Spain —
I should not like it the least bit;
  The reason — I need not explain.

Seventh Child

And as for flag of Italy —
The land of fruitful olive trees —
I could not love it half so well
As mine that floats upon the breeze.

Eighth Child

And Russia's flag I could not love —
Though it should stand for Liberty;
Red, White, and Blue's the flag I love,
Flag of the Free, *my* flag shall be.

Ninth Child

Just look at all these others, too —
In countries far across the sea —
I'd not have *one* in place of *mine* —
Red, White, and Blue's the flag for *me!*

SALUTE

Class

To this, our Country's honored flag,
Then give the head, the heart, the hand,
There is not one so beautiful
As mine that floats o'er native land!

Suggestions Have each child who is to take part, copy his special stanza for "busy work" As soon as each child can distinguish the special flag he is to point out, have him read his stanza aloud. A few readings will fix the words in his memory.

Write the words of the Salutes, for the beginning and close of the exercise, upon the board, and have each read through, once or twice a day, until the class shall have memorized it.

The interest of the children, and the knowledge they will have gained in this study of the "Flags of the Nations," will convince the teacher that whatever shall tend to lead the child out of his own environment must be of practical value; even though it may seem, at first, to be designed merely for the day's celebration.

FEBRUARY SPEAKS

A. E. A.

(For little girl with large Flag)

Upon the sun-side
  Of the year,
June lifts the Flag,
  With colors clear.

And on the snow-side
  Of the year,
(*Waves Flag slowly*)
I wave the Flag
  To cheer on cheer.

So, June or Winter,
  Have no fear —
(*Hold Flag high*),
  That dear old Flag
  Is always here!

THE GROWTH OF OUR FLAG

(Ten pupils march into the school-room singing two verses of "Hail Columbia." Each bears a flag corresponding to the description given in the verse each recites. All take their places in line.)

First Pupil

I bear aloft the red Cross of St. George,
  Over the *Mayflower* this banner waved;
The Pilgrim's hopes, their fears and doubts
  This sacred white banner so gallantly saved.

Second Pupil

I bear the plain red flag of war,
  A symbol of bitter definace bold,
The men who marched to Bunker Hill,
  Chose this red war flag, I am told.

Third Pupil

The flag of the Revolution this,
  A noble flag with field of blue,
With the cross of St. George, the old pine tree,
  The patriots of liberty cheered anew.

Fourth Pupil

This curious flag of seventy-five,
  With thirteen stripes of blue and red,
And the rattle-snake lying across the flag
  Was the emblem of vigilance, courage, 'tis said.

Fifth Pupil

I bear the flag of seventy-six,
With thirteen stripes of red and white;
O'er the Cambridge camp 'twas raised,
Emblem of colonies united for right.

Sixth Pupil

I bear this ensign, the pine-tree flag;
The field of which is purest white;
The pine tree stately, commanding, straight,
Would lead troops onward to glory's height.

Seventh Pupil

This flag of liberty, America's Republic,
Was designed by Washington: adopted new,
Thirteen stripes of red and white,
And thirteen stars encircling the blue.

Eighth Pupil

In eighteen hundred and eighteen, you see,
Twenty stars show added states;
This flag shows a rising nation grand,
The New World's progress this relates.

Ninth Pupil

This, our honored flag to-day,
Shows eight and forty stars above;
Such noble states, so free, so grand,
This flag which we all love.

Upon its folds is liberty,
Equal rights for equal men;

Hurrah for our country's progress sure!
  Wave, flag of Liberty, and wave again!

Tenth Pupil

Following close by liberty,
  This flag of peace we see again,
Upon its pure, white border read,
  "Peace on Earth, good-will to men."

No North, no South, no East, no West,
  But clasp we each a hand;
A universal peace is ours
  And one united land.

All

Whether the flag be new or old,
  Battered or battle-worn, torn its fold,
Our hearts, our love, our lives shall be
  Each devoted and loyal to thee.

So hail to the flag! wave it far and wide!
  Wave it in majesty, grandeur and pride!
We pledge our allegiance now anew,
  All hail to the red, the white and blue!

All flags wave during the recital of this last verse. Flags cease waving and all give the usual flag salutation. At this point, a short flag drill may be found appropriate and effective.

Following the flag salutation or drill, the ten pupils and the school should join in singing "The Red, White and Blue," "The Star Spangled Banner," or "The Flag of the Free."

THE RED, WHITE AND BLUE

KATE B. ELLIS

RED

Red is the color of sunset clouds,
  That presage a pleasant day.
It gladdens the heart of the sailor bold,
  And speeds him upon his way.
And red are the stripes of our dear old Flag,
  As it floats o'er our heads to-day.

WHITE

White is the color of lilies fair,
  And white is the glistening snow,
And white is the emblem of peace and love,
  As it dwells with us here below.
And white are the stripes of our dear old Flag,
  We love it right well I know.

BLUE

Blue are the violets, gentle and meek,
Blue is the color for which we seek,
We join it with red and white so true,
And then we can give you the Red, White, and
    Blue -
A symbol of all that is noblest and true.

FLAG EXERCISE

ALICE E. ALLEN

(MUSIC — "Battle Hymn of the Republic")

[1] Very little are the raindrops, but they make the ocean clear,
[2] Very common are these colors, but they're floating far and near,
Very tiny are we children, but we're growing year by year,
To make our country dear.
[3] *Chorus*
Tra la la, etc.
To make our country dear.

[4] "Courage," call the stripes of crimson, as they float from east to west;
"Peace and happiness forever!" whispers white — the color blest;
"We are all once more united," breathes the blue — below the rest —
The flag we all love best.

[5] *Chorus*

[6] Fair and free, it now is floating o'er the northern fields of snow;

[7] O'er the eastern ocean stormy, where the great ships
come and go;
[8] O'er the southern orange-blossoms; [9] where the west-
ern roses blow;
[10] That all this day may know.

[11] *Chorus*

'Tis the day — a well-known birthday — when from
morn till set of sun,
We, the children of the Nation, think with loving praise
of one
Whose grand life was spent in service, whose great
name lives on and on —
Our brave George Washington!

[12] *Chorus*

Though we're very little children, we can help to do
the right,
We can follow in his footsteps, and, with all our main
and might,
Try to make our loved land worthy of her banner brave
and bright —
[13] The red, the blue, the white!

[14] *Chorus*

DIRECTIONS AND MOTIONS

Twelve children are needed. Nos. 1, 4, 7 and 10 (counting from right of stage) carry small red flags; Nos. 2, 5, 8, 11, white flags; 3, 6, 9, 12, blue flags. Costumes may be used corresponding in color to flags, if desired.

Children enter, carrying flags over right shoulder, to music of song, which must be plainly accented, and in march time.

Each chorus consists of four lines of music. Each line, except last, is sung "Tra la la"; last line repeats last line of stanza just preceding. For each chorus, four motions or figures are given, one beginning on first note of each line, which is held or continued till end of line. Figure on last line is always held as tableau (except in last chorus) throughout line, and dropped during short interlude, children taking position 1.

1 Straight line across front of stage; hands at sides. (Sufficient room must be left between children so that all can take motions easily.)

2 Raise flags; at "floating," wave slowly; drop at end of line

3 Rise slowly on tiptoe, lifting arms slowly, until fingers meet above heads; look up.

Lower arms and bodies slowly to position 1.
Repeat rising motion.
Tableau — hands held above head; look up.

4 1, 4, 7, 10 step forward; sing alone; wave raised flags slowly throughout the line.
At "Peace," 2, 5, 8, 11 repeat.
At "We," 3, 6, 9, 12 repeat.
At "The," all sing; wave raised flags slowly; look up.

5 Join hands, three and three; lift high above heads; first two threes swing round to right; other two threes swing round to left; in this manner march to rear of stage.
Form at rear, six abreast; march to front.

Those in front line swing round gracefully, taking first position.
Those in back line step forward to first position.

Tableau — All face right; raise both hands to right; look up.

(During interlude, step back to center of stage.)

6 Arms extended straight from shoulders; face front.

7 Arms same; face right.

8 Arms same; face back.

9 Arms same; face left.

10 Arms same; face left.

11 Position 6; move arms slowly to sides; back to front, clapping hands lightly. (Twice during line.)
Same; face right.
Same; face back.

Tableau — Face left; hands raised to left; look up.

(During interlude, step back to center of stage.)

12 Hands on hips; odd numbers march four steps forward, back to center; even numbers march four steps backward, back to center,
Arms raised on each side; tips of fingers resting on shoulders; odd numbers march four steps forward, back to center.

Arms raised on each side; tips of fingers resting on top of head; all march four steps forward, back to center.

Arms raised on each side; tips of fingers resting on top of head; all march four steps forward, back to center.

Tableau — left arm dropped to side; right hand holding flag easily back of head.

13 March backward to rear of stage.

14 While chorus is sung first time —
White step backward; red forward, face white; raise flags in right hands, forming red and white arch; blue face to right.
Blue march out from under arch; turn to left; march in front of and facing red.
Red face blue; blue raise flags, forming red and and blue arch; white hold position.

Tableau — all hold.

Second chorus —

Red and blue hold; white drop flags to sides; face to right; march; turn to left.
March under arch; turn to right; march in front of and facing blue.
Blue face white; white raise flags, forming blue and white arch; red hold position.

Tableau — all hold.

Third chorus —

Blue and white hold; red drop flags to sides; face to right; march; turn to left.

March under arch; raise flags above right shoulders; march from stage.
White drops flag to right shoulders; fall into line back of red: pass from stage.
Blue drop flags to right shoulders; fall into line; pass from stage.

(There should be no pause in the marching in these choruses, no interludes should be played; order of march may be changed to suit any stage.)

MY FLAG

A. E. A.

Bright little Flag,
  That holds the sun,
You are the Flag
  Of Washington.

Brave little Flag,
  Red, White and Blue,
You are the Flag
  Of Lincoln, too.

O little Flag,
  That heroes bore —
You are *my* Flag
  Forevermore!"

WHAT OUR COLORS MEAN

(A patriotic exercise given by three little people)

(*Each one should have a flag, and as he tells about his particular color, he should point to it.*)

Red

Shall I tell you why I like the red
That floats in our flag above my head —
Just what it means as it doth wave?
To us it says: "Be brave, be brave."

White

Shall I tell you why I like the white
That has kept so spotless through many a fight,
And to us has brought such great release?
To us it says: "For peace, for peace."

Blue

Shall I tell you why I like the blue
That floats in "Old Glory" o'er me and you,
Just what it says, this beautiful hue,
Right from the sky? -- "Be true, be true."

Then, with flag uplifted and eyes upon it, they say, together

O beautiful flag with your colors three,
Your stripes and stars must be more to me
Than life itself,
For in you we see our glorious nation.
We are free! we are free!

OUR FLAG

A. E. A.

(Girls of three sizes are chosen for this exercise. They march on stage, forming three rows, tallest ones across back of stage, shorter ones next, and tiny ones in front. Those in back row hold in left hand, at side, a plain red flag; those in next row, white flags; those in front, blue flags. All carry in right hands, concealed behind backs, American flags. A large American flag should be tastefully draped just above them. Children may be prettily costumed in red, white, and blue, if desired. As they march to stage and take places, they and whole school sing "The Star Spangled Banner.")

Selected child, standing in front of others, recites

I know a happy color,
  It flashes in the flame,
It burns in summer sunsets —
  Tell me, what is its name?

Children, who hold red flags, raise them above left shoulder and back of head. Hold. (These motions with flags MUST *be done simultaneously throughout the exercise.)*

Child

Another dainty color
  Is winter's own, I'm sure,
Her snowflake fairies wear it,
  So spotless and so pure.

Children, who hold white flags, raise them, letting arm curve prettily above head, this bringing flag a little to right. Hold.

Child

One more dear little color
Its home is in the skies,
It sparkles from the ocean,
It shines from children's eyes.

Children, who hold blue flags, raise them, letting them rest diagonally across breast. Hold.

Child

These three brave little colors —
The Red, the White, the Blue —
Are made into a Banner,
What is it? Tell me true.

All children on stage drop left hands to sides, raise flags, waving them slowly, looking up at them, sing:

"'Tis the Star Spangled Banner
Oh, long may it wave
O'er the land of the Free,
And the home of the Brave!

All march toward front of stage, raise flags directly in front of, and above, head; recite:

Beautiful Colors! May all read your story,
Honor *his* memory, honor this morn!
(*Wave flags slowly.*)
Float on forever in bright starry glory
Over the land where brave Lincoln was born!

All children on stage and in seats, each waving flag, sing joyously

"And the Star Spangled Banner
In triumph shall wave," etc.

THE OLD FLAG

ALICE E. ALLEN

(For little child, with large old flag, reverently held)

When Betty Ross held out her flag
To brave George Washington,
She couldn't say "The dear *old* Flag,"
As I have always done.
It was so spotless and so new,
All splendid red and starry blue —
I'd rather have you, with your story,
You beautiful worn, torn Old Glory!

OUR BONNY FLAG

BERTHA E. BUSH

(An exercise for flag day. Let it be given by six, nine or twelve children. Let one-third of the children wear wide sashes of red cheesecloth, or tissue paper, tied across one shoulder, one-third wear white sashes, and the rest blue. Let the children who wear blue sashes say "the blue for truth"; those who wear red say "the red for love," and those who wear white say "the white for purity."

Two larger boys, carrying the largest and handsomest flags that can be obtained, stand at the right and left of the line. At the words, "beneath your folds," these two advance and cross their flags over the heads of the little speakers, holding them so till the two lines are finished.)

First child

O bonny flag, our country's flag,
Fair floating on the breeze,
O were there ever colors there
More beautiful than these?

Blues The blue for truth, *Reds* The red for love,
Whites The white for purity,

Second

Long may its bright folds wave above
Our flag with colors three.

All together

O bonny flag, our country's flag,
Our flag, red, white and blue,

Beneath your folds with loving hearts
  We pledge our faith to you.

Third

O bonny flag, our country's flag,
  We love your colors bright.
In truth and love and purity
  Our hearts shall take delight.

Fourth

And over land and over sea
  Your flying folds shall tell
Who strives for these in war and peace
  Shall serve his country well.

All together

O bonny flag, our country's flag,
  O flag, red, white, and blue!
Beneath your fold with loving hearts
  We pledge our faith to you.

While the flags are still in position the whole school rises and repeats with the speakers the flag salute. "I give my head and my heart to God and my country, one country, one language, one flag."

STARS OF UNCLE SAM

A. E. A.

(For ten little girls)

Children should wear dark blue gowns. On right shoulder are fastened two long ribbons or strips of cambric — one red and one white.

These ribbons are prettily draped across abreast, and fastened again on left shoulder. Ends of ribbons should be long and left loose.

On right shoulder, just where ribbons are fastened, is a large, five-pointed star cut from stiff, white paper. Each star bears one of the letters of Washington, in bright red or blue.

A large five-pointed star, with sides the length of the loose ends of ribbon, hanging from children's left shoulders, is traced exactly in center of stage. Children stand in line just back of star.

All recite (or words may be sung to music, "Twinkle, Twinkle, Little Star," in Franklin Square Song Collection, I.)

Twinkle, twinkle, little star,
How we wonder what you are,
In our Banner, grave and bright,
Shining always day and night.

Twinkle, twinkle, little star,
How we wonder what you are.

Twinkle, twinkle, little star,
We know well, just what you are,
In our Banner grand and great,
Each small star is one large state.
Twinkle, twinkle, little star,
We know well, just what you are.

All (bowing low)
We're ten tiny stars from the flag we love best,
We bring the best wishes of states east and west.

All sing (with left forefinger pointing out letter on star)

(AIR: "Yankee Doodle")

From north, from south, from east, from west,
Each star brings one bright letter,
To spell the name which Uncle Sam,
Learns each year to love better.

Chorus

May these little letters ten
Be forgotten never,
May the name of Washington,
Glorious live forever!

During interlude, continued as long as necessary, children march — W leading — back of star, and across front

of stage, W stopping at front point of star. A goes to next place, S to next, and so on, until N is reached. As A comes to her place, she takes the loose ends of W's ribbons, holds them in her left hand — arm prettily curved — at her own left shoulder. In same manner, S takes A's ribbons, etc., until star is completed by W, who takes N's ribbon's. All ribbons are held at shoulder level, and directly parallel to line of star traced below on floor.

When star is completed sing.

(Each child sings line arranged for her letter, with pretty gesture, if desired. All sing "O," each time.)

I'm *W* from Washington,
I'm *A* from Alabama,
I'm *S*, and South Dakota sends
[1] Respects to Uncle Sam, O —

Chorus

[2] We're the stars of Uncle Sam,
May we never sever,
May our Flag, red, white and blue,
Glorious live forever!

I'm *H* just down from Hampshire state,
With wealth for Uncle Sam, O —
I'm Indiana — and New York drinks
[3] A health to Uncle Sam, O —

Chorus

Now, Georgia joins with Tennessee
In "Here's to Uncle Sam, O"—

Ohio and Nebraska shout
[4] "Three cheers for Uncle Sam, O!"

Chorus

MOTIONS

1 While S sings, all bow low.
2 All sing each chorus, marching round and round star, following carefully traced lines.
3 While N sings, all drink healths.
4 Wave right hands.
Whole school may sing last chorus, showing red, white and blue stars, or waving tiny flags.

FLAG COLORS

(To be recited by three little girls who hold small flags behind them. The flags should remain hidden until the three speakers recite in unison, when each child should hold her flag in front of her.)

First Child (recites)
Red as the sun when it sets on high,
Second Child
White as the driven snow,
Third Child
Blue as the tints of the summer sky.
All (speak together showing flag)
That is our flag, you know,
All (wave flags and continue)
Just three little girls,
But we're glad to say,
We love the bright flag
That we wave to-day.

FACTS ABOUT OUR FLAG

M. E. L.

(For Class Recitation)

1 There was once a little girl named Elizabeth Griscom.

2 She lived in the city of Philadelphia.

3 Her parents were Quakers, so she was a little Quaker girl.

4 Her father helped to build the famous Independence Hall in Philadelphia.

5 Elizabeth learned to do fine needlework when she was a little girl.

6 She was married at the age of twenty-one, to Mr. John Ross.

7 He was an upholsterer, and they lived on Arch Street, Philadelphia.

8 That house is now known all over the country as "Flag House."

9 It is called "Flag House" because our flag — the Stars and Stripes — was first made there.

10 There was a great war at that time — the Revolutionary War.

11 Our army carried many different flags in that war.

12 Some of the flags had a picture of a pine tree.

13 Some had words or mottoes on them and some of them were all red.

14 General Washington was in command of the American Army.

15 His headquarters were at Cambridge, Massachusetts.

16 It was here, in 1776, that the first stripes were seen on our flag.

17 It was flung to the breeze and saluted with thirteen guns.

18 That flag had a blue field with a red and white cross.

19 There were not many flags in those days, because the bunting they were made of came across the ocean.

20 Congress appointed General Washington, Robert Morris, and Colonel Ross to design a new flag.

21 George Washington made a drawing of a flag which he showed to the other two men.

22 One afternoon these officers called on Mrs. Betsy Ross to ask her to make a flag like the drawing.

23 This drawing had thirteen stripes of red and white in a field of blue, for the thirteen colonies.

24 In this field of blue was a circle of thirteen six-pointed stars.

25 Mrs. Ross quickly noticed the six points on the stars, and asked them if they would not prefer a five-pointed star.

26 She took a square piece of paper, folded it, and with one cut of the scissors made a five-pointed star.

27 She handed this star to General Washington and they all admired the five points.

28 The order to make this flag was then given to Mrs. Ross.

29 Colonel Ross, who was a relative of Mrs. Ross's husband, was not a wealthy man, but he promised to pay for the cloth to make the flag.

30 Mrs. Ross then made our beautiful flag. She afterwards made many flags for our Government.

31 On the fourteenth day of June, 1777, Congress passed the first flag act.

32 In 1795, the flag was changed to fifteen stars, for two more states had been added to the Union.

33 There were no more stars added to the flag for twenty years, although five new states had been added.

34 In 1818 a law was passed that a star should be added every time a state was admitted to the Union.

35 When the flag was adopted by Congress it was ordered that it should be six feet and six inches long, and the width four feet and four inches long. This size is still used — the width being two-thirds of the length.

36 In 1896, the War Department ordered that the flag should consist of forty-five stars, in six rows, the first, third, and fifth rows to have eight stars, and the second, fourth, and sixth rows to have seven stars each, in a blue field. Since then there have been three stars added, making six rows of eight stars each.

37 Our flag means strength, purity, and justice.

38 The white means purity, blue stands for justice, and red means strength.

39 Our flag now flies over every government building in our country.

40 It also floats from most of the school-houses in America.

41 We think our flag is the most beautiful in the world.

42 It has been carried to all the ports in the world.

43 It is now honored by every nation in the world.

44 The old house where Mrs. Ross made the first flag still stands on Arch Street, Philadelphia.

45 The Betsy Ross Memorial Association has its office there.

46 This Association is trying to secure money to buy the Flag House, so that it may belong to the Nation.

47 It is visited by thousands of people every year, who wish to see and honor the old historic place.

48 The house is decorated with flags and bears a large tablet. On this tablet are inscribed these words:

BIRTHPLACE OF OLD GLORY

THE FIRST AMERICAN

FLAG ADOPTED BY CONGRESS

JUNE 14, 1777

AS THE

NATIONAL STANDARD

WAS MADE IN THIS HOUSE BY BETSY ROSS

WRITING THE FLAG'S STORY

A. E. A.

Flag, my Flag,
  To your story begun
In the far-off day of
  Washington —

Brave Lincoln wrote
  On your splendid bars,
Another chapter
  Set with stars.

These days are writing
  Chapters too —
Let's help to make them
  Just and true!

A FLAG SALUTE

M. A. S.

(Air — "Auld Lang Syne")

When Lincoln was our president
  He was both good and great;
So brave in war, so strong in peace,
  So wise in school and state.

Chorus

Then raise a song in Lincoln's praise,
  Of Lincoln's greatness sing!
Let Lincoln's name and Lincoln's fame
  Adown the ages ring!

A thousand tongues swell Lincoln's praise,
  A thousand hearts respond,
While young and old throughout our land
  Unite in common bond.

Chorus

Unfurl the banner to the breeze
  And lift the standard high;
Enshrined in loyal, loving hearts
  Our Lincoln cannot die. *Chorus*

Standard Bearer speaks

"This is the flag that Lincoln loved
  The flag men died to save;

It stands for freedom, truth, and peace.
Long may its colors wave!"

Salute to the Flag by school

"We give our heads and our hearts to God and our country — one country, one language, one flag."

FOR MY COUNTRY

JUANITA STAFFORD

I ought to love my country,
The land in which I live;
Yes, I am very sure my heart
Its truest love should give.

I must be good and honest,
I must be kind and true,
I never should be lazy;
I must be gentle, too.

For, if I love my country,
I'll try to be a man
My country may be proud of;
And if I try, I can.

She wants men brave and noble,
She needs men brave and kind,
My country *needs* that I should be
The *best man* she can find.

THE PATRIOTIC DRUMS

ALICE E. ALLEN

(For a number of tiny boys. Each carries a drum, almost big enough to hide him — his face in patriotic cap shows above, his hand with stick at one side, and his feet below. In place of the "tum-a-tum" each time, boys beat drums in time to rhythm. In last stanza, they may hide their faces behind drums.)

All

Here we come, and here we come,
Each with a drum — tum-a-tum, tum-tum!

Selected One

Here we come — and AMERICA play
With a tum-a-tum, tum! for Washington Day.

Selected One

Now we play The Red, White, and Blue,
With a tum-a-tum, tum! for Lincoln too.

All

Here we come and here we come —
With a hip, hurrah and a tum-a-tum-tum!

O, but we drums are loyal very,
We play by ourselves in February!

FLAG PLAY

(For six little girls, each holding a flag)

First Child (*all suiting action to the word*)

We can hold our flags on high,
The colors pointing to the sky.

Second Child

And wave them round — a pretty sight —
Now to the left, now to the right.

Third Child

Now hold them straight before us so,
As round and round they swiftly go.

Fourth Child

We cross them now, behind our head,
And hold the pretty ends outspread.

Fifth Child

And now, in groups of two, you see
How very pretty flags can be.

Sixth Child

Or drop them on our shoulders so,
As now we wave farewell and go.

RED, WHITE AND BLUE

DAISY D. STEPHENSON

All

The prettiest colors in the world,
Are red and white and blue;
You see them in this flag unfurled,
We love each dainty hue.

First Child

The June-time roses glow with red,
The sunset clouds that blush o'erhead;
The cherries ripe, and apples sweet,
The poppies nodding at our feet;
The priceless ruby flames with fire —
What prettier hue can one desire?

Second Child

The lily's loveliness so rare,
The snowflakes floating in the air,
The fleecy cloud that drifts on high,
The gentle dove that seeks the sky;
The emblem of all purity
Is white — my choice of colors three.

Third Child

You cannot match it if you try;
The azure of the summer sky,
The gentian and the hare-bell too,

And robin's egg, are dainty blue,
And baby's eyes we love so well —
What color can compare, pray tell!

All

So to our own fair flag above,
We'll loyal be, and true;
And wave the colors that we love,
Our red and white and blue.

A PERSONAL LESSON

(To be recited by a very small and enthusiastic boy)

Speaker (*pointing to a flag*)

When that bright flag I chance to see,
It seems to speak and say to me,
Now, Johnny Smith just love my blue
And always, always tell what's true.

(Any name of three syllables may be substituted for the one given.)

THREE LITTLE FLAGS

ALICE E. ALLEN

(For three little girls. Each carries plain white square of paper — or cloth — and ordinary flag of the same size.)

First (*while all show white*)

Ever hear the story queer
Of the little Flags, one, two, and three?
I know it's true as I tell it you —
For I am one of them, don't you see?

Second

One winter night we were squares of white
Tied to some sticks, one, two, and three,
But we scarce could wait to celebrate,
For 'twas February, don't you see?

Third

So we came together to find out whether
There was any way — one, two, and three —
We could change from rags to real live Flags,
With a hip and a hip hurrah! you see.

First

"We must all be red if we have a shred

Second

Of courage," said I, "One, two, and three!"
"No, we must stay white if we wave for right!"
Said I, so we couldn't agree, you see.

Third

"Oh, we must be blue if we would be true —

First

"True blue!" said I, "One, two, and three."
I wanted bars. (*Second*) I wanted stars —

Third

Till — a lucky thought — we quickly brought
The pretty colors, one, two, and three —

Second

Made splendid bars, (*Third*) cut five-point stars,
And put them together so (*Show flags*) — you see.

All

Hip, hip, hurrah! Wave, stripe and star,
Shine, pretty colors, one, two, and three —
For courage bright, for truth and right —
We are Washington's banners, don't you see?

A FLAG

One night upon the snow
The red sun fell in bars,
And in a square of sky above
There shone some early stars.

I saw the pretty day
Upon the hilltop lag,
A-playing she was Betty Ross
Just making us the Flag!

THE DEVELOPMENT OF THE UNITED STATES FLAG

FLORENCE M. MILLER

Six flags are used for this exercise; they are brought upon the stage and shown to the audience by second grade pupils; as each flag is shown, a statement about that flag is read by some one.

First Flag

This flag, the "Red Cross of St. George," was England's flag for over two hundred and fifty years. It was planted at Labrador by Sebastian Cabot in 1497, and thus was the first flag to float over North American soil.

Second Flag

In 1606, Scotland was added to England and King James I placed the diagonal "White Cross of St. Andrew" on the national flag, changing the field from white to blue. This union of the two crosses was called the "King's colors," and the first permanent settlements in this country were made under its protection. It was the flag of the *Mayflower* in 1620.

Third Flag

The "Pine Tree Flag" was used in this country from 1707 to 1776. All the pictures of New England flags

from 1707 to 1776 show a design something like this one, and this flag was often used by our ships during these years.

Fourth Flag

First Flag of American Independence.

It was raised with a salute of thirteen guns at Washington's headquarters in Cambridge, Mass., January 1, 1776.

Fifth Flag

The First Flag of the American Republic.

It was adopted as the flag of our country by Congress in Philadelphia, June 14, 1777. The thirteen stars and thirteen stripes stand for the thirteen original states.

Sixth Flag

This flag is the first flag to show the growth of our country. In 1792, we had fifteen states instead of thirteen as at the time when Washington became president. For this reason Congress increased the number of stars and stripes to fifteen, and we used the fifteen-striped flag for twenty-three years.

FLAG EXERCISE FOR LITTLE FOLKS

L. F. ARMITAGE

First Child

What flag is this?

Second

This is our country's flag,
This flag so fine.
It is my father's flag
And it is mine.

Third

What are its colors?

Fourth

White stars in a field of blue,
Stripes white and red.
See our "Red, White, and Blue"
Waving o'erhead (*waving flags*).

Fifth

What do these colors mean?

Sixth

White means, Be always pure!
Red means, Be brave!
Blue means, Be ever true!
Long may it wave!

Chorus

(TUNE: "Auld Lang Syne")

We wave* the flag, the bonny flag
Of red and white and blue,

This flag that floats o'er land and sea
  To it we will be true.
Then* hail the flag, this bonny flag,
We'll give it three times three;
God bless the land that owns this flag
  The land of liberty.

*Waving flags.

A FLAG

ALICE E. ALLEN

(For Memory Day)

Drop a sweet rosebud
  Red for our *Love*,
Drop a *White* lily
  Of *Peace* just above.

Drop a dear violet
  Fragrant and *Blue*,
Telling we still
  Are *Faithful* to you.

So we make, heroes,
  Out of bright flowers
The Flag that was yours,
  The Flag that is ours.

And lay it with blessing
  Here where you rest,
Flag of the colors
  You loved the best!

A RIDDLE

ELEANOR CAMERON

(An Exercise for nine children)

(These little people should be arranged in two rows of four and five to the right and left and facing each other.)

First Child (*stepping out from his position in the row of five and slightly approaching the other one*)

We know a riddle — yes, we do,
Now listen real polite,
And if you think hard, maybe you
Can guess the answer right.

Second Child (*stepping forward quickly from the same line*)

Take a bit of sun-red sky,

Third Child (*joining him*)

And a fleecy cloud on high,

Fourth Child

And a patch of starry blue,

All five speak together

Place them side by side, can you
Guess our riddle's answer true?

First Child (*of the opposite line of four, holding up a large square piece with the capital letter "F" upon it*)

Oh, your riddle's simple (*all the other children in the same row nod heads and interrupt in agreement*) quite!

We can surely guess it right.
Soon its name will all be done;
Here is letter number one.

Second Child (*from the same line, stepping up to place a letter "l" next to the first one*)

I have guessed the answer too
And I think the same as you.
I will help its name to spell,
Here's the second letter, "l."

Third Child (*stepping up to place a letter "a" beside the the others*)

I will give you letter three,
For your answer seems to be
Just the same as I had guessed.
Now — has anyone the rest?
(*Looks at the only remaining child.*)

Fourth Child (*adding her letter*)

I am glad you called on me,
I can furnish letter "g."
So I add it, small and neat,
Just to make your word complete.

All together (*looking triumphantly at the opposing line*)

We know your riddle — yes, we do —
It's easy as can be,
And here you see our answer true
Is "Flag" — F-l-a-g.

OUR COUNTRY

ALICE E. ALLEN

(For six little boys and all the school — there may be bits of suggestive costuming, if desired.)

First

First, it took Columbus, with courage high and grand,
To sail across the stormy seas and *find* our western land.

Second

Then it took a Pilgrim Band (*Third*) some sturdy Dutch to come,

Fourth

With several men like brave John Smith to make our land a Home!

Fifth

Then it took George Washington — each year still celebrates —
With all his strength to make of it our own United States.

Sixth

Then it took Abe Lincoln, with love that did not swerve,
Through days of stress and days of strife that Union to preserve.

School

To keep our country worthy of these names so great and true,
We rather think 'twill take us *all* with heart and hand, don't you?

THE MESSAGE OF THE FLAG

A. E. A.

(For three children with flags)

RED of Old Glory,
Proudly a-wave,
Steadfast its message,
"Children, be brave!"

WHITE of old Glory,
From every height,
Eager its message,
"Children, be right!"

BLUE of Old Glory,
Fair to the view,
Joyous its message,
"Children, be true!"

"For," call the Colors,
One, two, and three,
"You are the Nation
That is to be!"

OUR FLAG

(An Exercise for four children)

ELEANOR CAMERON

First Child (holding up small flag)

Pretty colors, one, two, three,
[1] Red and white and blue,
Make the flag for you and me,
That we love so true.

Second Child (touching a knot of red ribbon that she wears or holding up a scarf made of red bunting)

Pretty red, as high as you wave,
This is what you're for;
I can hear you say, "Be brave
Both in peace and war."

Third Child (displaying a knot of white ribbon or a scarf of white bunting)

Pretty white that waves to-day,
We your message read.
"Boys and girls, be pure," you say,
Both in word and deed."

Fourth Child (displaying a knot of blue ribbon or a scarf of blue)

Here's the color that I love
Pretty shining blue,

For it softly speaks above,
"Little folks, be true."

All recite together (waving the colors that they carry)
Pretty colors one, two, three,
Red and white and blue,
Make the flag for you and me,
That we love so true.

[1] Touches each color in turn as she tells them off.

WHAT THE FLAG SAYS

You are waving over there, bonny flag, bonny flag,
You are waving over there, bright and free,
With your stars and your stripes and your field of blue,
And I know what you're saying to me.
You say, "Little boy, little girl, be brave!
Be brave and stand firm for the right."
Be honest and true in all that you do,
And pure as the stars shining bright."

SONGS FOR FLAG DAY

A. E. A.

I

O Flag of the three bright colors!
  O Flag of the thousand charms!
You're unspeakably dear this day of the year,
  When, stilling alarms,
  O'er cities and farms,
  Uncle Sam lifts you high in his arms!

II

Touch it lovingly, sun of June,
  Make this a radiant day,
Though its heart is strong to sing a song
  When the skies are threat'ningly gray.

Lift it tenderly, wind of June,
  Between the earth and the sky;
Though it knows no fear when the night is near
  And the tempest breaks fierce and high.

Pray for it always, boys and girls,
  Dear Flag — our stronghold and stay!
In dark or light, for the right, for the right
  God keep it forever and aye!

III

O beautiful old Banner,
  Whose three-fold colors blaze
Against the radiant summer sky,
Shine warm and fair, shine fair and high —
  This is your day of days!

IV

Did you dream, old Flag, when Betty Ross made you,
  Sewing together your red and white bars,
Did you dream when Washington proudly displayed you,
  Catching the sun on your stripes and your stars,
Did you dream that a world would, one day, hear your story —
  Hear and remember forever and aye?
Did you dream you would be our beloved Old Glory? —
  The Flag of God's Country — our own U. S. A.?

(Sing to chorus of "Red, White and Blue")

Our Banner forever and aye,
Our Banner forever and aye,
  Old Glory, Old Glory forever —
The Flag of our own U. S. A. !

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OUR SONGS

A. E. A.

When little February comes,
With flash of Flags and beat of drums,
  All in her loyal colors dressed,
When teacher's told us stories true
Of Washington and Lincoln, too,
  We sing the songs we love the best.

First, "Yankee Doodle" comes along;
We raise a chorus glad and strong,
  We cheer and laugh to hear his story;
And then "The Battle Hymn" we sing —
We make the very echoes ring
  With "Glory!" and with "Glory! Glory!"

The next one stirs us through and through,
About the Red and White and Blue;
  We seem to see our Flag borne high;
We hear a fife so shrill and sweet,
The tramp, tramp, tramp of eager feet,
  "Three cheers and three times three!" we cry.

And then, "America," to thee
A song we raise; so broad and free,
  So fair, north, south, and east and west;
And last, "Star Spangled Banner" draws
Us to our feet with quick applause —
  The song of all we love the best!

SOLDIER SONG

(Air — "Tramp, Tramp, Tramp!")

We are soldiers brave and true,
And we'll gladly march for you,
While we sing this merry, merry, singing song.
Little feet can march in time,
Little voices sing the rhyme,
Little hearts can all be brave and true and strong.

Chorus

Tramp, tramp, tramp, we're gaily marching,
Tramp, tramp, tramp, we march along.
While our drummer beats his drum,
Don't you like to see us come,
And to hear our merry, merry ringing song?

Loyal soldiers we would be
In this country of the free,
Loyal to the starry flag that shines so bright,
Forward! march with heads held high!
We'll be bigger by and by,
But our hearts will still be true to God and right."

MEANING OF THE COLORS

(May be given by six children)

First

Red from the leaves of the autumn woods
Of our frost-kissed northern hills;

Second

Red to show that a patriot blood
Is beating now in a hurrying flood
In the hearts of American men.

Third

White from the fields of stainless drift
On our wide western plains,

Fourth

White, to show that as pure as snow
We believe that the Christ-light yet shall glow
In the souls of American men.

Fifth

Blue from the arch of the summer sky
O'er our fatherland outspread,

Sixth

Blue to show that as wide as heaven,
Shall justice to all men be given,
At the hands of American men.

All

Red, *White*, and *Blue* and the light of stars
Through our holy colors shine,
Love, truth, and justice — virtues three
That bloom in the Land of Liberty,
In the homes of American men. — *Adapted*

A PATRIOTIC ALPHABET FOR FLAG DAY

MARY ELEANOR KRAMER

A "A song for our banner!" The watchword recall
Which gave the Republic her station;
"United we stand — divided we fall!"
It made and preserved us a nation!
— *George P. Morris*

B Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned
From wandering on a foreign strand!
— *Sir Walter Scott*

C Courage is the Red,
For Purity, 'tis said,
The White doth stand;
Blue is the emblem true
Of Truth and Justice, too —
O matchless Red, White and Blue —
Pride of our land. — *Selected*

D Doff your hats and raise your voices, for the flag is passing by,
Flaunting fold on fold of crimson, white and azure to the sky;

Throb anew, ye hearts of freemen, free forever and for aye,
Watch the breezes e'en of heaven with your trusted ensign play;
Doff your hats for the flag is passing by.

— *Selected*

E Ever let it rise till it meets the sun in his coming; let the earliest light of the morning gild it, and parting day linger and play on its staff.

— *Selected*

F Fling out, fling out, with cheer and shout,
To all the winds Our Country's Banner!
Be every bar, and every star,
Displayed in full and glorious manner!
Blow, zephyrs, blow, keep the dear ensign flying!
Blow, zephyrs, sweetly mournful, sighing, sighing, sighing! — *Abraham Cowles*

G Glorious flag, red, white, and blue,
Bright emblems of the pure and true,
Glorious group of clustering stars,
Ye lines of light, ye crimson bars,
Once more your flowing folds we greet
Triumphant over all defeat;
Thenceforth in every clime to be,
Unfading scarf of liberty,
The ensign of the brave and free.

— *Selected*

H Here is our love to you, flag of the free and flag of the tried and the true;
Here is our love to your streaming stripes and your stars in a field of blue;
Native or foreign, we're children all of the land over which you fly,
And native or foreign, we love the land for which it were sweet to die. — *Denis A. McCarthy*

I Invincible banner! the flag of the free,
O where treads the foot that falters for thee?
Or the hands to be folded till triumph is won
And the eagle looks proud, as of old, to the sun?
— *Ednah Dean Proctor*

J Justice is the bread of the nation; it is always hungry for it. — *Chateaubriand*

K Kings are for nations in their swaddling clothes; republics have attained their majority.
— *Selected*

L Lord of the Universe! shield us and guide us,
Trusting Thee always through shadow and sun!
Thou hast united us, who shall divide us?
Keep us, keep us the many in one!
Up with the banner bright,
Sprinkled with starry light
Spread its fair emblem from mountain to shore,
While through the sounding sky

Loud rings the Nation's cry —
Union and Liberty! One Evermore!
— *Oliver Wendell Holmes*

M Man never made and never produced anything more beautiful than the American flag.
— *William Henry Haworth*

N No dishonor ever stained it, and no power shall ever dare
Cast a shadow on its ripples, nor put down the pennant fair;
Foreign soil has felt its impress, right hath planted it to stay,
Lordly rulers of the empires never more shall scorn its sway. — *Minnie Frances Brown*

O O folds of white and scarlet! O blue field with your silver stars! May fond eyes welcome you, willing feet follow you, strong hands defend you, warm hearts cherish you, and dying lips give you their blessing! Ours by inheritance, ours by allegiance, ours by affection — long may you float on the free winds of heaven, the emblem of liberty, the hope of the world. — *Anon.*

P Praise the Power that hath made and preserved us a nation!
Then conquer we must when our cause it is just,
Let this be our motto, "In God is our trust!"

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.
— *Francis Scott Key*

Q Quite true is Goethe's expression, "In peace patriotism really consists only in this — that every one sweeps before his own door, minds his own business, also learns his own lesson, that it may be well with him in his own house.

R Red stands for justice and strength, and this dye on the folds of our banner
Ever reminds us that here, in the land of the States close united,
Justice and strength are at home, and peace and protection will give us. — *Selected*

S Stand by the flag, all doubt and danger scorning!
Believe, with courage firm and faith sublime,
That it shall float until the eternal morning
Pales in its glories all the lights of Time.
— *John Nicholas Wilder*

T The blue arch above us is liberty's dome,
The green fields beneath us, equality's home;
The school-house to-day is humanity's friend,
Let the people the flag and the school-house defend.
— *Hezekiah Butterworth*

U Unfurl the flag. At dawn, when fleeing night
Flings farewell kisses to the rising sun,

Be our first vision fair those folds so bright;
'Neath which alone hath freedom's reign begun;
And when departing day o'erspreads the sky
With glory tints no human brush may match,
Let still our flag with these fair splendors vie —
That last bright thing our straining gaze may catch.
— *L. M. Waterman*

V Verily, "Let our object be our country, our whole country, and nothing but our country. And, by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace, and of liberty, upon which the world may gaze with admiration, forever. — *Daniel Webster*

W When boys and girls salute the flag, they do not merely express their pride that it is a flag honored over the world. They ought to remember that the flag represents the country to which they owe duties in every hour of their lives. All the time they are receiving blessings from that country, and all the time they have duties to that country. — *Edward Everett Hale*

X Exquisite is the tribute of Charles Sumner to our flag. He says: "The flag speaks sublimely, and every part has a voice. Its stripes of alternate red and white proclaim the original union of thirteen States to maintain the Declaration

of Independence. Its stars, white on a blue field, proclaim that union of States constituting our national constellation, which receives a new star with every new State. The two together signify union, past and present. The very colors have a language which was recognized by our fathers. White is for purity, red for valor, blue for justice; and all together — bunting, stripes, stars and colors — blazing in the sky make the flag of our country, to be cherished by all our hearts, to be upheld by all our hands."

Y Ye who love the Republic, remember the claim
Ye owe to her fortunes, ye owe to her name,
To her years of prosperity, past and in store,
A hundred behind you, a thousand before.
'Tis the school-house that stands by the flag,
Let the Nation stand by the school;
'Tis the school-bell that rings for Liberty old,
'Tis the school-boy whose ballot shall rule.

— *Butterworth*

Z Zeal in the cause of Liberty is never wasted.

— *Anon.*

A PATRIOTIC MEDLEY

HARRIETTE WILBUR

The children who give this simple arrangement of patriotic airs represent a band, with horns, drums, triangles, etc. The horns are large cones of wrapping paper, and each drum is a cylindrical-shaped hat box with small slits in opposite sides through which is run the strap which passes about the drummer's shoulders. The drum may be decorated with bands of colored paper, and the drumsticks are wooden knitting-needles or short lengths of broomsticks. Other children carry a small block of wood in each hand which they beat together, to represent bones. The triangles can be easily obtained at a blacksmith's, or horseshoes will do, with tenpenny nails for tappers. Others carry a patty-pan in each hand which they tap together with a musical tinkle as chimes, and each tambourine girl carries, in reality, a pie-pan, on which she taps the rhythm.

Each member of the band wears a pointed hat of wrapping paper ornamented at the top with a tiny flag, or tricolor pompom. To make one of these colonial hats, fold a square of paper twenty-four by twenty-four inches to form a square twelve by twelve inches. Turn three of the free corners up diagonally to the folded corner, then fold the remaining free corner in opposite directions to folded corner. Add the decoration and wear the hats with the points over the ears.

The children sing the airs to the syllable "La," beating time meanwhile; but whenever the cornetists play they sing the words "toot-toot" through their horns, and when not playing they sing with the others. There should be more of the horns than of other instruments; eight or ten horns to two or three of each of the others. One child acts as bandmaster and carries a baton. Children sing and play as indicated in following directions:

I "Battle Hymn of the Republic"

Enter from hall, in single line, the bandmaster leading. The full band plays "Battle Hymn of the Republic." and repeats it as often as desired, while circling about room, at last falling into double or triple line along front of the room, horns in front line and the leader facing the band.

II "Yankee Doodle"

Just the horns "toot" out the first part of this air, then the band gives the last part. Repeat.

III "Dixie"

While children sing this air to the syllable "La," the triangles beat the time for the first part. The full band then plays the chorus. Repeat.

IV "Red, White and Blue"

Horns and drums give the first part, then all beat time to last part while singing words, "Three cheers for the red, white and blue." Repeat.

V "AMERICA"

Tambourine and triangles give the first half; full band for first half.

VI EXIT

Singing as in I.

FLAG DAY EXERCISES

ANNEBELLE R. BUCKNAM

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
A flash of color beneath the sky,
Hats off!
The Flag is passing by.

— *Henry Holcomb Bennett*

The month of June is a most suitable time for teaching patriotism, love of country, and reverence for the flag. The days of preparation for exercises for Flag Day are opportune times for instilling not alone reverence for the flag, but respect for all that it represents. This need not necessarily be confined to stories of the heroism, endurance or patriotism of soldiers and stories of war. Let it be seen that the best way to serve our country and to honor our flag is to do well the work that is ours to do, to undertake and complete the duty that lies nearest us. Call attention to the lives of

different men in the ordinary occupations of life who have done brave and noble deeds and also to the achievements of men of inventive or literary fame. These men surely do honor to the country and flag and are good examples of patriots. Presented in this way the children will see that the soldier is not the only and best type of a patriot, although his life has lessons of prompt obedience and sacrifice which are not to be lightly passed over.

Our teaching of patriotism should inculcate those qualities which are necessary not only to the soldier but to every good citizen. Respect for the rights of others, truthfulness, bravery and unselfishness will also make children loyal to country and flag — patriots indeed.

The stories of the first American flags and the events of the times of Bunker Hill should also be told in the language or story period.

On Flag Day a little celebration may be had out of doors. A leader is chosen who wears a captain's paper cap and carries a large flag. He is followed by two boys with drums and one boy with a toy bugle, each of these boys wearing a red paper soldier's cap with a white and blue paper plume. These four march around while the other children sing the following:

Soldier boy, soldier boy,
Where are you going,
Bearing so proudly
The red, white and blue?

The captain and his "band" then answer:

We're going where our country
Our duty is calling.
If you would be a soldier brave,
You may come, too.

Then the captain chooses a "soldier" from the ranks of the children. This new recruit is given a small flag to carry in his hand, and on his head is also placed a red paper soldier's cap. He takes his place just behind the band, and all march around again singing as before. The new soldier chooses the next recruit in the same way, and so on until all are chosen.

Now comes the grand march: the long line of soldiers headed by the captain and the band march around the entire playground.

After marching, the children form in rows and sing the following to the tune of "Glory, Glory, Hallelujah!"

Our country is America,
  Our flag red, white and blue;
And to the land of Washington,
  We ever will be true.
Then wave the flag, and wave again;
  And give three loud hurrahs,
For our beloved America,
  And for the stripes and stars.

They wave their flags at the words, "Then wave the flag and wave again," and hold flags straight aloft at last line.

Then the children all repeat:

I love the name of Washington,
  I love my country, too.
I love the flag, the dear old flag
  Of red and white and blue.

After this follows the "Three Little Sisters." This may be given by three little girls, or by the entire "army" of boys and girls.

I know three little sisters,
  I think you know them, too.
For one is red and one is white;
  And the other one is blue.

Hurrah for the three little sisters,
  Hurrah for the red, white and blue!
Hurrah! hurrah! hurrah!
  Hurrah for the red, white and blue!

I know three little lessons
  These little sisters tell,
The first is Love, then Purity,
  And Truth we love so well.

Hurrah for the three little sisters,
  For Purity, Love and Truth, too!
Hurrah! Hurrah! Hurrah!
  Hurrah for the red, white and blue!

Four older boys then give the following recitation. This might be given in concert by the entire class, or all may join in the final "Hurrahs!"

OUR FLAG

Run up our flag in the breeze,
  Flash it out under the sky;
Up to the tops of the trees
  We'll merrily let it fly!

Shake it now, wind, but slightly,
  Flutter its folds now lightly
The flag that we love all flags above,
  Smile on it, sun, most brightly.

Let it float over the ocean,
  Let it float over the land;
We'll give it our dearest devotion,
  We'll guard it with heart and hand.

We'll cherish each shining star,
  We'll care for each brilliant bar.
Three cheers for our banner!
Here's in our best manner,
  Hurrah! Hurrah! Hurrah!

Last of all, a flag salute is given by all. With the smaller children is used the simple short salute as follows:

"We give our heads, our hearts, and our hands to God and our country. One country, one language, one flag."

The leader faces the children and holds aloft his large flag. As they give the salute they point to their heads, then point up with the right hand at the words, "to God," and last point to the large flag, emphasizing the word *flag*. Then all sing "America," and the soldiers march away around the yard once more.

GEMS OF PATRIOTISM

Compiled by NELLE SPANGLER MUSTAIN

There is a land of every land the pride,
Beloved by Heaven o'er all the world beside;
Where brighter suns dispense serener light,
And milder moons imparadise the night;
A land of beauty, virtue, valor, truth,
Time-tutored age, and love-exalted youth.
Where shall that land, that spot of earth be found?
Art thou a man? a patriot? look around!
Oh! thou shalt find, howe'er thy footsteps roam,
That land thy country, and that spot thy home.
— *James Montgomery*

Love of country is one of the loftiest virtues; and so treason against it has been considered amongst the most damning sins. — *E. A. Starrs*

If we are true to our country in our day and generation, and those who come after us shall be true to it also, assuredly we shall elevate her to a pitch of prosperity and happiness, of honor and power never yet reached by any nation beneath the sun. — *Daniel Webster*

The love of country is universal. It has its seat deep down in the human heart. It strengthens with our years; it is not weakened by distance, and we all feel the magnetism of its wondrous power. — *John F. Dillon*

Abraham Lincoln was the vindication of poverty. He gave glory to the lowly. In the light of his life, the cabin became conspicuous; the commonest toil no longer common, and the poor man's hardship a road to honor. It put shame on the prejudice of wealth and birth, and dignity on common manhood. The poor received from him inspiring hope; he taught the humblest youth that there was for him a path to power.

— *Luther Laflin Mills*

He who plows and plants that others may reap is of noble blood; but he who dies that a nation may live is made of the stern stuff that justifies the songs that sing his deeds and the wreathed marble that marks the sacred spot where his ashes sleep. — *Sel.*

Washington, after having raised a nation to independence, slept peaceably, as a retired magistrate, under his paternal roof, amid the regrets of his countrymen, and the veneration of all people. . . . His glory is the common patrimony of increasing civilization. His renown rises like one of those sanctuaries whence a stream pure and inexhaustible flows forth forever for the solace of the people. — *Viscount de Chateaubriand*

We honor our heroic and patriotic dead by being true men; as true men by faithfully fighting the battles of our day as they fought the battles of their day. The flower of a true and beautiful life is the flower to put upon the soldier's grave. Trueness to our country is the

best way to honor the soldier who fell in defence of his country. — *David Gregg*

The moment I heard of America, I loved her; the moment I knew she was fighting for freedom, I burnt with a desire of bleeding for her; and the moment I shall be able to serve her at any time or in any part of the world, will be the happiest one of my life.

— *Lafayette*

Of all human things, nothing is more honorable or more excellent than to deserve well of one's country.

— *Cicero*

Columbia, Columbia, to glory arise —
The queen of the world and the child of the skies;
Thy genius commands thee; with rapture behold,
While ages on ages thy splendors unfold.
Thy reign is the last and the noblest of time,
Most fruitful thy soil, most inviting thy clime;
Let the crimes of the East ne'er encrimson thy name,
Be freedom, and science, and virtue thy fame.

— *Timothy Dwight*

In all the attribute of a great, happy, flourishing people we stand without a parallel in the world. Abroad, we enjoy the respect and, with scarcely an exception, the friendship of every nation; at home, while our government quietly, but efficiently, performs the sole legitimate end of political institutions, in doing the greatest good

to the greatest number, we present an aggregate of human prosperity surely not elsewhere to be found.

— *Martin Van Buren*

Liberty is a solemn thing — a welcome, a joyous, a glorious thing, if you please — but it is a solemn thing. A free people must be a thoughtful people. A free people must be serious; for it has to do the greatest thing that ever was done in the world — to govern itself.

— *Orville Dewey*

He who serves his country well has no need of ancestors. — *Voltaire*

National enthusiasm is the great nursery of genius.

— *Tuckerman*

The love of liberty with life is given. — *Dryden*

Liberty is not the right of one, but of all.

— *Spencer*

Liberty is from God; liberties from the devil.

— *Auerbach*

I would rather be right than be president.

— *Henry Clay*

HISTORY OF OUR FLAG

(Let the children draw upon the board with colored crayons flags in color and design like the flags of the following periods of the United States history, or make flag, with bright colored paper.)

First Pupil

No doubt the flag marked with the red cross of St. George floated from the *Mayflower* when she embarked, for all English ships bore that banner in those days.

Second Pupil

When James I. was king, the people of our country used a crimson flag with a red cross on a white ground in the upper left hand corner. Sometimes the field of the flag was blue. When the colonies began to think about showing themselves to be an independent nation, and yet show that they were still faithful to the colors of dear old England they placed a tree in the upper left hand square of the flag.

Reading or Recitation — An Odd Flag

A man named William Vaughan once led some troops from Virginia against Louisburg. His men arrived in the harbor in the night and burned the warehouses containing the naval stores. The smoke of this fire was driven into the grand battery and so terrified the French

that they fled from the works into the city, stopping in the battery only long enough to spike the guns and cut the halyards of the flag staff.

Vaughan came up next morning with only thirteen men and crept up the hill which overlooked the battery. He saw the chimneys without smoke and the staff without a flag, and hired an Indian to crawl through a hole in the battery wall. The Indian did as he was bid, opened the gate and let Vaughan and his men into the battery.

Vaughan then wrote to his general, "By the grace of God and the courage of thirteen men I entered the royal battery at nine o'clock this morning, and am waiting for reinforcements and a flag."

But so triumphant did the men feel at their great good fortune that they found it very hard to wait for a flag to arrive. So one man climbed up the staff with a red coat between his teeth and fastened it to the top.

This queer flag, waving so triumphantly, aroused the whole city and at once one hundred men were sent to retake the battery. But Vaughan and his thirteen men kept up so sharp a fire that the boats could not land.

Third Pupil

A Union flag floated over the tents of the people who came together to talk excitedly about the Stamp Act.

Fourth Pupil

There were probably no colors carried by the little handful of Americans so hastily called together at the Battle of Lexington, but soon after flags of different colors were ordered for each regiment.

Fifth Pupil

When an American commander sighted a vessel he could not tell at a distance whether the flag which floated from the mast head was the red flag of England or whether it bore, beside the crimson and white, the green figure of a tree which showed it to be an American flag. So, in 1775, a white flag bearing a tree in green and the words "An appeal to heaven" was ordered to be placed upon all American vessels.

Sixth Pupil

In Revolutionary times a blue flag with a white crescent and the word "Liberty" in white letters upon it was often hung opposite or beside the Union flag.

Reading or Recitation

At the commencement of the action at Fort Moultrie, the crescent flag fell outside upon the beach. An Irishman named William Jasper cried out, "Don't let us fight without the flag, colonel!" and, leaping the parapet, he walked the whole length of the fort outside, picked up the flag, fastened it upon a sponge staff, and, in the midst

of the shower of bullets raining upon the fort, fixed the flag firmly upon the bastion.

Three rousing cheers greeted him as he leaped within the fort and the next day the general presented him with his sword.

Seventh Pupil

On January 17, 1776, when King George's hostile speech arrived, the colonists, after burning the speech, hoisted a Union flag bearing thirteen stripes, one for each colony, and having a cross in the upper corner.

Eighth Pupil

In June, 1777, the American Congress resolved that the American flag should bear thirteen stars and thirteen stripes.

A Committee of Congress headed by the great General Washington called upon a lady named Mrs. Ross, who lived in Philadelphia, and asked her to make a flag from a rough drawing which they brought to her. The flag was made, adopted by Congress, and was the first Star Spangled Banner ever flung to the breezes of America.

(*School sings one stanza of "The Star Spangled Banner."*

READING OR RECITATION — HOW THE STAR SPANGLED BANNER CAME TO BE WRITTEN

In the War of 1812, when an attack was being made upon Fort Henry, Mr. Key and his friend were on board

an American vessel, just in sight of the enemy's fleet and the flag of Fort Henry. They remained on board all through the night, holding their breath at every shell that went careering over among their countrymen in the fort, and every moment expecting an explosion.

Suddenly the firing ceased, and as they had no connection with the enemy's ships they could not find out whether the fort had been abandoned, or the siege given up. For the remainder of the night, they paced to and fro upon the deck in terrible anxiety, longing for the return of day, and looking every few moments at their watches to see how long they must wait for it.

Light came at last and they could see that our flag was still there. At length they were told that the attack had failed and that the British were re-embarking.

The words of the "Star Spangled Banner" were written by Mr. Key, as he walked the deck in the darkness and suspense.

In less than an hour after it went into the printer's hands, it was all over town, was hailed with joy and at once took its place among our national pieces.

Ferdinand Durag, an actor, saw it, and catching up a volume of flute music, he whistled tune after tune; at length, he chanced upon one called, "Anacreon in Heaven," and as note after note fell from his lips, he cried, "Boys, I've hit it!" Then, taking up the words, there rang for the first time the "Song of the Star Spangled Banner." How the men shouted and clapped!

The actor sang it in public. It was caught up in the camps, sung around bivouac fires, and whistled in the

streets. When peace was declared and the people scattered to their homes, it was sung around thousands of firesides.

(*School sings remainder of "Star Spangled Banner."*)

Ninth Pupil

Every nation has its symbolic ensign; some have beasts, some birds, some fishes, some reptiles. Our fathers chose the stars and stripes, the red telling of the heavens and their protection, the stars of the separate states embodied in one nationality.

Number of pupils recite (*with simple movements*)

. . .

"We are sprung from noble sires"

(*Movement: Body erect, chest thrown outward, head erect, right foot slightly advanced.*)

"As were ever sung in song;
"We are bold with freedom's fires;

(*Weight of body thrown upon back foot, both legs straight.*)

"We are rich and wise and strong.

"On us is freely showered
The gifts of every clime,

And we are the richest dowered
Of all the heirs of Time.

"Brothers, then, in union strong,

(*Weight of body thrown forward upon the forward foot, head forward, hands and arms outstretched, palms upward, fingers slightly curved.*)

"We shall ever lead the van

(*Position as in last line above.*)

"As the nations sweep along
To fulfill the hopes of Man.

"See our prairies, sky surrounded,

(*Right arm extended slightly and naturally curved, palm downward, and moved from left to right.*)

"See our hills with golden veins,

(*Move left hand as right hand was moved in last line above — only raised a little higher; weight of body thrown upon forward foot, forward knee slightly bent.*)

"See our waving woods unbounded,

(*Hands and arms moved in opposite directions. legs and feet as in the last line above.*)

"And our cities on the plains;
See the ocean kiss our shores,
Oceans stretched from pole to pole.

(*Right arm and hand extended, palm up, fingers curved, and moved from left to right easily and gracefully.*)

"See our mighty lakes expand
And our giant rivers roll.
Such a land and such alone

(*Position as in first line of first stanza.*)

"Should be leader of the van
"As the nations sweep along
To fulfill the hopes of Man."

(*See "As the nations sweep along" above.*)

(NOTE Teach the children to feel the sentiment of each line before the gestures are attempted else the movements will be "wooden."

(*School sings "Hail Columbia" and marches, carrying a flag or small flags.*)

DRILLS AND MARCHES

A FLAG DRILL FOR FIRST GRADE

A. H. K.

A flag is given to each; a larger one to those in front of each row. With soldiers' erectness and precision, at the third tap of the bell, they are facing the front of school-room with flags in right hand. (The flags are not held high, but upright in as easy a position as possible.) To the tune of our little marching song (yours will do as well) they march around room once; going across front, down side and across back to own aisle, down this to standing position in front of their own seats. They then sing some Flag Song. One of the best singers steps to the front and facing children leads in the singing of this song.

The Flag Salute is now given.

A Flag Salute

(*All standing.*)

Charles Sumner says, "There is the national flag." (*All point to flag.*) "He must be cold indeed who can look upon its folds rippling in the breeze without pride of country. White is for purity, red for valor, blue for

justice, and altogether — bunting, stripes, stars, and colors blazing in the sky — make the flag of our country to be cherished by all our hearts, to be upheld by all our hands."

Song: "There are many flags," etc.

"I pledge allegiance to my Flag and to the Republic for which it stands: One Nation indivisible, with Liberty and Justice for all."

(At a given signal the right hand should be lifted, palm downward, to a line with the forehead and close to it. At the words, "To my flag," the right hand is extended. palm upward, towards the flag, until the end of the pledge of affirmation. Then the hand should be dropped to the side.)

Song: "Star Spangled Banner."

Then one verse of "My Country, 'tis of Thee" is sung and the pledge to the country given:

"I give my hand and my heart to my country.
One country, one language, and one flag."

For this they change flags to left hands and start pledge by extending right hand forward palm up, then placing hand on heart and as they say "and one flag," they extend flag as far as possible above their heads.

The teacher stands in a corner which they will have to pass and receives the flags from their left hand as they salute with right hand, while marching around as they did in first of drill.

It takes about eight minutes for whole drill and nothing was taught with the idea of a drill; it's simply a combination of things already known.

YANKEE DOODLE MARCH

HARRIET A. JAMES

(A march for twelve girls and a leader)

Costumes White dresses and white stocking caps made from bunting, with feathers of white tissue paper fastened to a wire. Six of the girls carry small flags and six carry bunting scarfs one and one-half yards long.

Simple white dresses answer the purpose. This march is suited for any day when patriotic exercises are held in the school.

Enter from side of room in single file behind the leader. Flags over shoulder. Scarfs draped in front with hands on hips. Leader carries a large flag, behind her is a girl with scarf, next a girl with flag, so on alternately through the file.

Music School hums "Yankee Doodle" over and over. March to center and leader steps in front and others march by twos behind her to position in center of front of room.

a Leader marks time—two files separate. Each file taking two side steps (4 counts) away from each other.

b Leader marches backward between two files while first one in each file starts outward and marches in and out (like game of "Go In and Out the Windows"), others

following. Meet partner at back and down center by twos behind the leader again.

c Leader marks time in front and first two march to right, second to left and so on, down the center by fours.

d Point right foot sideward, right cross in front — repeat and 2 side steps right (4 counts for side steps).

Point left foot sideward left, cross in front — repeat and 2 side steps left (4 counts for side steps).

Repeat all of *d*. (Leader does same in front.) Twos separate and pass to back and down the center by 2's. (Leader marking time.)

f Separate again by single file, pass to back and leader marches backward to back of space — files forward to center and down center by single file behind leader.

g Leader marches ahead forming a large circle. Leader steps into center of circle. Six girls who have scarfs march to center, three on right, and three on left. Each gives leader one end of scarf, retaining the other end and march back to place in circle.

Leader raises scarfs over head and turns slowly in place, while circle marches toward right with scarfs extending from leader to six girls (making wheel effect).

Point right and cross right foot in front of left.

Repeat and march forward four steps. Same with left foot and repeat all. Turn quickly.

Same thing in other direction.

Leader drops scarfs, steps into circle, and all march off.

THE STAR SPANGLED BANNER

HARRIETTE WILBUR

This flag drill requires any number of children, as many as there are national flags given. A bunch of flags of the different nations can be procured at any school supply house, or flag house, and eighteen or twenty countries are represented. Each child carries his flag with the end of the handle in his right palm, arm straightened, and color at right shoulder. The pianist plays a medley of national airs of various countries — "The Marseillaise Hymn," "God Save the King," "The Harp That Once Through Tara's Halls," etc., while the different children enter singly and standing at center front, announce clearly the name of the flag they carry. "The flag of France," "The flag of England," etc. If it is not possible to play the national air of each country as its flag is borne in, several of those not represented by music especially their own may enter while some other air is being played. At the close of this prelude all these foreign countries are standing in a single or double line at the rear of the stage.

Pianist begins "The Star Spangled Banner," and a tiny little child enters, carrying a large American flag. The others all salute by waving their flags, until the bearer halts at center of the stage.

Pianist then begins Eleanor Smith's "Flag Song." "Some flags are red, or white, or green," etc., found in Modern Music Series. All the children sing this, waving their flags on the words, "Then hail the flag," etc.

March. Pianist repeats this "Flag Song" several times, while the children march as follows:

1 March to circle, surrounding American flag; then halt and wave flags when part of air "Then hail the flag" is reached.

2 About face and repeat 1.

3 About face and march in circle, all holding flags at arm's length, obliquely toward American flag in center. At last part of air, wave flags.

3 All kneel in circle, end of flag handle resting on the floor, until last part of the air is reached, then all wave flags.

4 The child holding the American flag steps to one child in the ring and takes his hand. While pianist plays the air they all follow the American flag as it leads them to center of stage, then this leader faces about, and unwinds the spiral thus formed. Repeat this spiral three times, then all follow leader off stage in line, waving flags until last one is out of sight.

THE FLAG

A. E. A.

Red, White, Blue, I love you —
God's own sky's above you!
Patriots brave unrolled you,
In my heart I'll hold you —
Steadfast to you, I will be —
You're the only Flag for me!

THE FLAG

H. W.

Pupils form in single rank, boys and girls alternating. They carry a flag in each hand, holding end of the flagstick in the palm of the hand, arms at sides and flags perpendicular. A tiny child takes her stand facing this rank. She carries one large flag.

I "Salute"

The pupils hold both flags in left hand, then give flag salute. The child in front responds with a dip of her flag, then steps aside and takes no part in the remainder of the exercise.

II "March"

a Children take flags in first position, one in each hand. They sing air of "Red, White and Blue" to the syllable "La," marching about room in large circle, up and down aisles, or back and forth across front, as desired. To the last part of the air they sing the words:

Three cheers for the red, white and blue,
Three cheers for the red, white and blue,
The army and navy forever,
Three cheers for the red, white and blue.

While singing the last part they wave the flags. Repeat as desired, one or more times, and halt at close, in circle.

b Boys about face and march in opposite direction to that in which girls are moving, marching just outside their circle. Repeat air and words as in *a*, halting at the close in circle.

c Each circle about face, thus marching in opposite directions to that taken in *b*. The two lines weave in and out as they march. Repeat air and words as in *a*, halting in circle at close.

d Boys kneel in place, girls about face. Girls circle about, weaving in and out past the boys, walking behind the first boy, before second boy, behind third boy, and so on. Eepeat air and words as in *a*, and halt in circle, boys rising at close when girls halt.

e Clasp hands by couples and circle about in place in the circle, loosening hands and waving flags as they sing the words, as in *a*.

f Clasp hands by fours and repeat *e*.

g Change music, singing following words:

When Johnny comes marching home again,
    Hurrah! Hurrah!
When Johnny comes marching home again,
    Hurrah! Hurrah!
The girls will sing and the boys will shout,
And the ladies they will all turn out,
And we'll all be glad and sing,
When Johnny comes marching home.

Girls walk to single line along front, where they halt, still singing and waving flags. The boys march about room, up and down aisles, carrying their flags as guns.

Repeat air as many times as desired, boys falling into rank just behind the girls, when they halt.

h Girls step to center of the circle, all face left, raise flags in left hand to form a pyramid of flags in the center, and extend flags in right hands at right angles with bodies. Boys fall into semi-circle behind the group of girls and wave flags. Keep the positions in this tableau while singing first stanza of "America."

i Sing, "Red, White and Blue," as in *a*. Boys walk about in a large circle, followed by the line of girls. The head boy gradually leads the line toward the center of the circle by following a spiral line (as a snail shell) in that direction. Reaching the center he faces about and unwinds the line by retracing his steps to line of large circle. March in large circle once, then repeat snail march to center. March to and from center thus three times, then march off.

OLD GLORY

A. E.

When we think of all Old Glory has done,
Since Betty Ross made it for George Washington,
Of the battles it's fought, the victories it's won,
We'll spring to our feet, whene'er it goes by,
Storm-swept by the gale, sun-kissed by the sky,
"God bless you! God keep you, Old Glory!" we'll cry.

FLAG DRILL AND SALUTE

FLORENCE M. MILLER

Children march on stage and form 4 rows with 4 in a row.
Flag in each hand, held at the side.
Arms raise to shoulder 1–2
Forward stretch 3–4
Back to shoulder 5–6
At side 7–8
Repeat
Arms raise to shoulder 1–2
Sideward stretch 3–4
Back to shoulder 5–6
At side 7–8
Repeat
Arms raise to shoulder 1–2
Upward stretch 3–4
Back to shoulder 5–6
At side 7–8
Repeat
Arms sideward raised (shoulder high), heels lift 1–2
Knees bend, flags crossed over head 3–4
Knees stretch, arms sideward 5–6
Position 7–8
Repeat
Forward march — 4 steps 1–2–3–4
Mark time and wave flags 5–6–7–8

Backward march 1–2–3–4
Mark time and wave flags 5–6–7–8
Repeat
Arms sidewise raise 1–2
Trunk to left bend, crossing flags over head 3–4
Trunk upward raise, arms sideward 5–6
Position 7–8
Repeat 7–8
Repeat to right

Children of right 2 rows face each other 1–2
Children of left 2 rows face each other 1–2

(1) Cross their own flags extended toward partner 3–4
Flags at side 5–6
Front face 7–8
Children of outside rows face outward 1–2
Children of inside rows face each other 1–2

(2) Cross own flags extended 3–4
Flags at side 5–6
Front face 7–8
Repeat in same order 1 and 2
At chord, children turn to large flag and salute the flag.

PATRIOTIC MARCH AND DRILL

ROSE W. LEITER, A. B.

Nothing educates children in patriotism better than the march, the appropriate song, with a generous display and salute of the American flag.

Careful marching, with high heads and well lifted chests, is excellent training in good carriage. It enables schools to be handled more quickly and quietly. Children are always fond of this form of exercise which permits them to move around the room and express themselves in rhythm.

In the following exercise, have two medium-sized flags standing against the wall in the front of the room.

The teacher may mark time with a triangle, or tapping two erasers together. It adds much to have drum accompaniment; or, a patriotic song hummed by the teacher, or one or two pupils who do not work. The accompaniment, especially drumming, should be given softly, but with *clear*, *decided* accent. Sometimes a song is sung only through drill, using triangle or drum through march.

Select two good leaders to stand at head of the two center rows on aisles. Impress upon leaders that stops must be *short*, and one leader must not advance ahead of the other.

March and Drill

Mark time softly.

1 The two center rows forward march and column left and right (all other rows follow); pass around outside and to rear of room, and enter two center aisles at rear (Fig. 1). March through these two center aisles, and around outside of room (com-

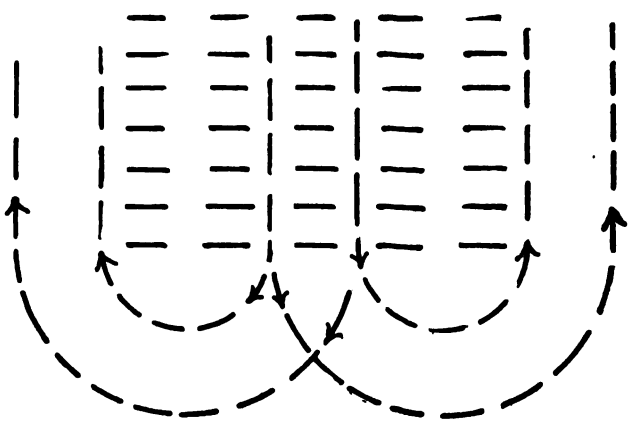


Fig. 1

pleting two circles, one on either side of room (Fig. 2). In the following drill, continue marching in these two circles throughout drill.

2 When school is well into the two circles, at a signal from teacher, the pupils halt before starting the drill (the signal for halting may be when song has been sung through once).

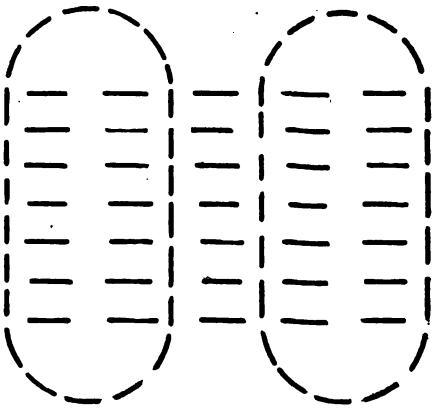


Fig. 2

Drill

Note In all drill work, move on first count, and hold still on second.

a Raise arms forward shoulder high, and raise heels (counts 1–2); arms and heels down, or position (3–4). Raise arms out and up to "picture frame" (arms curved, hands over head, fingers pointing down to head, but do not touch it) — also bend knees — (5–6). Position (7–8). March forward seven counts, and bring heels together on count 8.

Repeat exercise and marching. This consumes thirty-two counts or one verse of song.

b Clap hands over head (arms straight and heads high) (1–2); bend trunk slightly forward, tip-

ping arms forward also (be careful to hold back flat and arms close to ears) (3–4); 5–6 same as 1–2, *i. e.*, straighten trunk; position (7–8).

March seven counts, heels together on count 8.

Repeat exercise marching.

c Place hands on hips (1–2); place hands behind neck (head up — elbows well back) (3–4); clap hands high over head (5–6); position (7–8).

March 7 counts. Heels together on count 8.

Repeat exercise and marching.

d Place hands on hips and bend trunk forward (keep back flat and eyes to front, head lifted) (1–2); hands down and straighten trunk (3–4); place hands on hips and bend trunk back (bend head back first) 5–6; drop hands and lift trunk (7–8).

March 7 counts, heels together on count 8.

Repeat exercise and marching.

3 After drill, the leaders do not enter aisles, but march entirely around the outside of the room, the two lines passing each other at back and front.

4 March around and towards back of room again. When back corners of room are reached, countermarch to front of outside on seats; turn and march to rear of room through first outside aisles; turn at rear and march to front of room through two center aisles (Fig. 3).

NOTE If there are six aisles, omit countermarch on outside and start through two outside aisles immediately. Ar-

range it so the pupils will come through the two center aisles, from the rear to the front, and not front to rear.

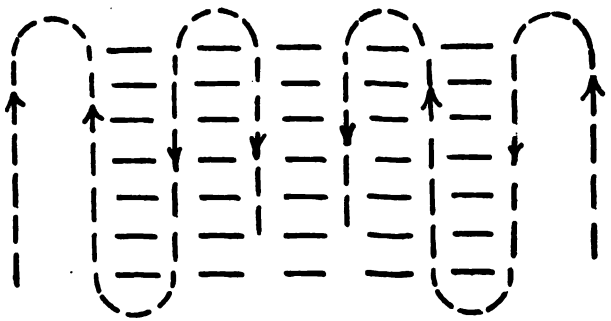


Fig. 3

5 · Coming through the two center aisles (Fig. 3), the first two (one from each column) turn to the right, and second two turn to left, etc., marching in *twos*

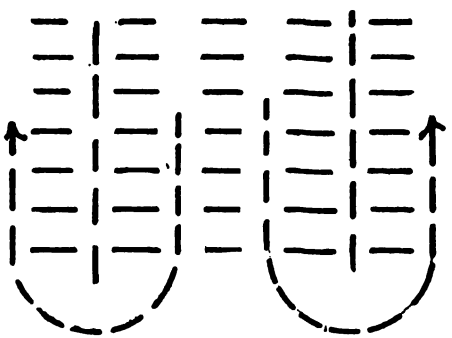


Fig. 4

on outside of seats and to rear of room (Fig. 4). When at the rear, the first two from each side enter

the four center aisles (one pupil in each aisle) marching four abreast, desks between. Emphasize very short steps, and fours keeping exactly in line, as they go through four center aisles. The second four do not enter until the first four have advanced two seats; *i. e.*, keep two seats' distance between each two lines of fours (Figs. 5).

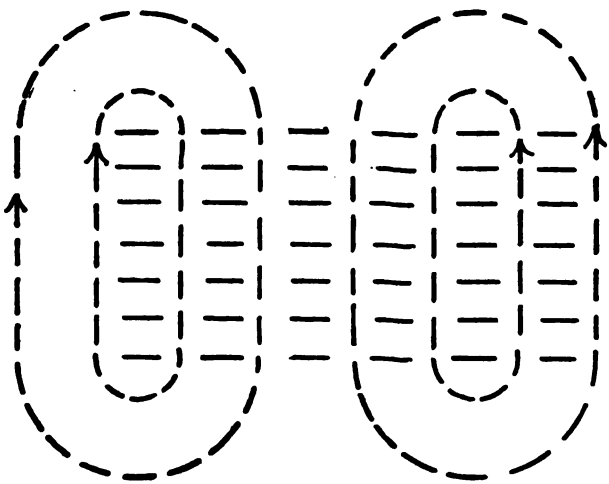


Fig. 5

6 Repeat this figure.

7 When fours (separated by desks) reach front of room a second time, column left and right (in twos) march to outside and rear of room, and this time down two center aisles, each two keeping in line (the two who originally led enter aisles first; then

a two from opposite side, alternating, etc., until entire school has passed through the aisles in twos.) (Fig. 6.)

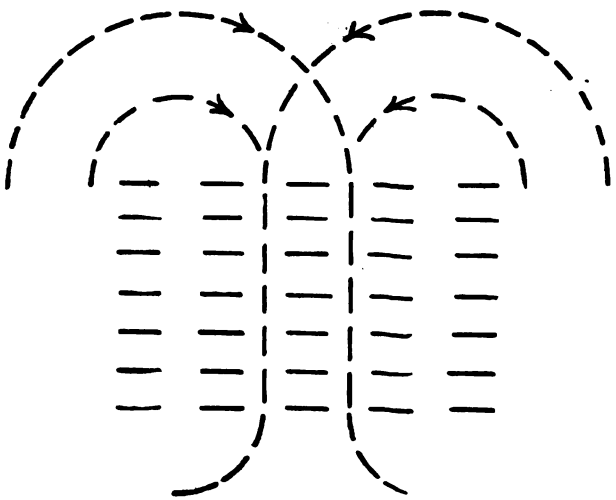


Fig. 6

When *twos* reach front of room, column left and right by single file; pass around outside and to rear of room, and march down to place in the several aisles. (Fig. 6.)

When the school passes back into single file, it is effective to start a flag song, as: "Float, Proudly Float," or "There Are Many Flags in Many Lands."

Continue singing until all are in places and to

end of music, quietly marking time if pupils reach place before end of verse.

8 The two leaders, when they reach the front of room, do not stop in places, but pass out, take the two flags, and stand in middle of room before school, face each other, cross flags high, and make a wide arch. The school now gives the flag salute, pointing to the flag each time the word "flag" is used.

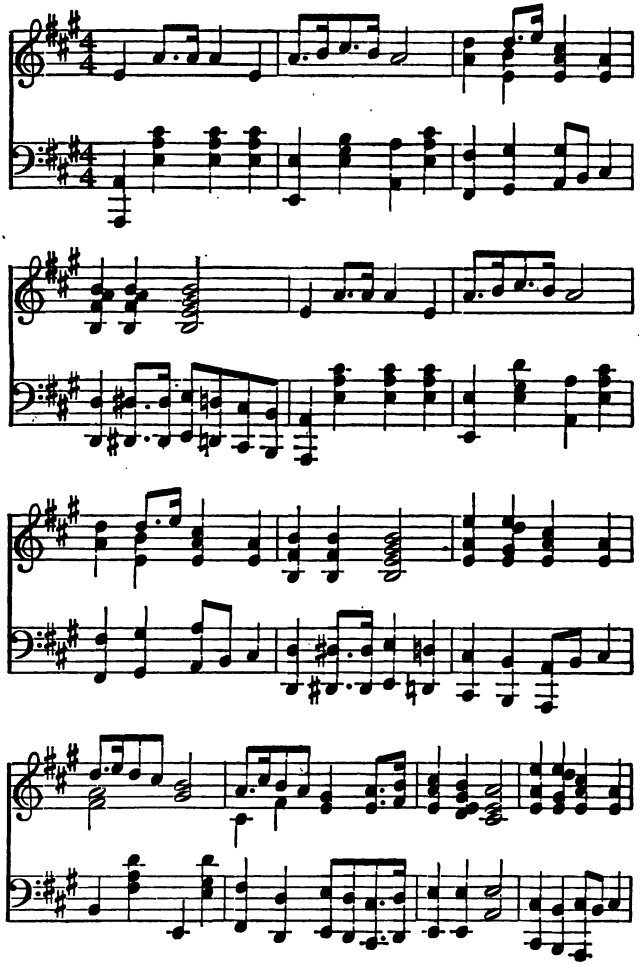
SALUTE

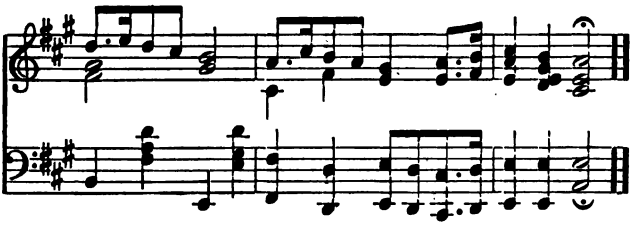
"We pledge allegiance to our Flag and the Republic for which it stands — one nation indivisible, with liberty and justice for all. We give our heads and our hearts to our country — one country, one language, one flag."

9 After salute is given, two center rows march under arch, column left and right, by single file, pass around outside and to rear of room, and to places. The remaining rows follow immediately, and all sing "America." As "America" is in three-quarter time, this marching must be slower.

The Color Brigade

CLAIRE FOSTER





FORMATION: Any even number of children standing by seats in a school-room; each child with a small flag in his hand. Number the rows by 2's.

All mark time in place — 4 counts.
All march forward — 4 counts.
March backward — 4 counts.
Mark time — 4 counts.
1's forward, 2's backward — 4 counts.
Mark time — 4 counts.
1's mark time, 2's right about face — 3 counts.
All march forward — 4 counts.
Mark time — 4 counts.
All march backward — 4 counts.
Mark time — 4 counts.
1's mark time, 2's right about face — 4 counts.

Let an outside No. 1 row march around the room followed by the other rows. When all rows are marching around the room have first two children make an arch with flags and hands. As the other children pass through this arch, they, in turn, form one. When all have formed arches, have the first two pass under all arches, followed by the others. March once around the room and to seats.

DRAMATIZATIONS

THE FIRST AMERICAN FLAG

GEOFFREY F. MORGAN

CHARACTERS

BETSY ROSS
GEORGE WASHINGTON
MAJOR MIFFLIN } Aides on Washington's Staff
JOHN TRUMBULL }

SCENE I — *Room in Betsy Ross's House*

(*Betsy Ross is discovered holding back curtains of windows at side or back of stage, and looking out.*)

Betsy Ross (*thoughtfully*) There is another regiment of raw recruits being drilled. Ah me! we seem to see and hear nothing but soldiers and firearms and warfare. These surely are troublous times. And the latest despatches say that Howe intends to leave New York to attack us here at Philadelphia. Alas! I fear that no one's life is safe. (*Pause*) Dear me, who can those officers be, coming across the street? I do believe they are coming here! Yes, they are even now mounting the steps. (*Knock is heard. Betsy Ross crosses to door and opens it. Enter Washington and aides.*)

Washington This is Mistress Ross, I believe. (*Bows.*)

Betsy Ross It is, sir. (*Courtesies.*)

Washington Permit me to present two of my staff, madam — Colonel Mifflin and Mr. John Trumbull. (*Aides bow and Betsy courtesies.*)

Major Mifflin We are at your service, madam.

Betsy Ross I am honored by this visit, gentlemen. Pray be seated. (*Places chairs. All sit. Two aides at sides, Washington and Betsy Ross at centre.*)

Washington We have a somewhat unusual commission for you, Mistress Ross. As you have perhaps heard, the Continental Congress has lately adopted a design for a national flag.

Betsy Ross I have had news of the circumstance, sir.

Washington Having adopted the design, our next care was to find some one to make up a flag according to the pattern.

Trumbull And since your skill with the needle is well known, madam, we knew of no one more fit than yourself to undertake the labor.

Betsy Ross Such work will be a labor of love, gentlemen, I assure you. I am proud to be intrusted with this important commission. But pray tell me, what is to be the nature and design of the flag?

Washington You have the papers which contain the details, have you not, Major Mifflin?

Mifflin I have, sir. Here they are. (*Produces papers from breast pocket, rises, and hands them to Washington.*)

Washington (*unfolding papers*) These sketches will convey a clear idea of the design, madam. The field of the flag, as you see, is composed of thirteen stripes

seven red and six white. The union is to be of blue, with thirteen white stars set in a circle upon it.

Betsy Ross The design is indeed handsome, General. As to the stars, shall they be six-pointed or five?

Washington The six-pointed does very well, I believe.

Betsy Ross Nay, but the five-pointed is more attractive, I think, being lighter and more wide-spread. Let me show you. (*Folds piece of paper, cuts with scissors, opens, and shows five-pointed star.*) There! see?

Washington (*to aides*) Well, gentlemen, what say *you?*

Mifflin Methinks good Mistress Ross is right, sir. The five-pointed is the better pattern.

Trumbull Ay, sir, that is my judgment, also.

Washington Well, I agree with you, sirs. (*To Betsy Ross*) Let it be five-pointed, then. Now for the rest. As you see by our sketches here, madam, the flag is to be of a goodly size, say six to eight feet in length, and of fine quality. Pray complete it as early as possible.

Betsy Ross It shall be finished at the earliest possible moment, sir, and again let me assure you that I am honored by having the work intrusted to me.

Washington Pray do not mention it, madam. (*To aides.*) Come, gentlemen, we must be on our way. (*To Betsy Ross*) Good day to you, madam. We will call again within a few days.

Aides Good day, Mistress Ross.

Betsy Ross Gentlemen, good day. (*Aides advance to door, stand one each side. Washington goes out first, then they follow. Betsy Ross courtesies as they leave.*)

[*Curtain*]

SCENE II — *The same, a few days later*

(*Betsy discovered sewing. Pause, then a knock is heard.*)

Betsy Ross I hear a knock. Perhaps it is the general come for his flag. (*Rises, smooths dress, puts cap straight, etc., then goes to door. Enter Washington and aides. All bow.*)

Washington Good day, Mistress Ross, and how have you fared with the making of our flag? It is completed, I hope.

Betsy Ross It is, sir, and I trust that it is made in accordance with your wishes. To my mind it is a most beautiful emblem, and worthy to represent our nation. But you shall see. (*Goes to convenient shelf or table, opens drawer, takes out folded flag.*) Here it is, gentlemen, entirely completed.

Washington (*to aides*) Gentlemen, pray take the corners and spread it out, that we may truly judge of it. (*Aides take opposite corners, which have been conveniently arranged for the purpose, and step quickly back, so as to spread flag to the full.*)

TABLEAU *Aides with flag in the center, Washington and Betsy Ross at either side. Concealed chorus, or whole school sing chorus of "Star Spangled Banner."*

[*Curtain*]

NOTE Colonial flag may easily be arranged by making Union of thirteen stars in circle and tacking over the union of modern flag. It should be silk, if possible.

MAKING OF THE FIRST AMERICAN FLAG

FLORENCE M. MILLER

A little boy from the second grade takes the part of George Washington, and a little girl from the same grade represents Betsy Ross. The little girl has on a long, old-fashioned dress; the little boy wears a wig and carries a sword.

SCENE I

(*Mistress Betsy Ross sitting in her rocking chair beside a table, on which is her work basket. A knock at the door. Betsy Ross rises and opens the door.*)

Washington (*enters, takes off hat, bows and says*) Good day, Mistress Betsy Ross. (*She courtesies.*) Oh, Mistress Betsy Ross, will you make a bonny flag for our country and for me?

Betsy Ross I will make you the finest flag I can, of red, and white, and blue.

Washington And here's the pattern for the star. (*Hands her a six-pointed star.*)

Betsy Ross Oh, I know a better way than that.

(*Then she sits down by table, takes up work basket, puts on spectacles, and with one clip of the scissors, makes a five-pointed star out of paper and holds it up.*)

[*Curtain*]

Scene II — Tableau

(*Betsy Ross's room*)

(*Betsy Ross and Washington seated on either side of the table. She is sewing stripes of red and white cloth. She holds it up for him to see.*)

[*Curtain*]

Scene III

(*Same room*)

(*The large flag draped at center back. Washington, hat in hand, at right. Betsy Ross standing at left. Both point to the flag, and they say together*

"One flag, one land, one heart, one hand, one nation evermore."

(*Washington turns to Betsy Ross and bows. She courtesies.*)

[*Curtain*]

MAKING A FLAG

BERTHA E. BUSH

CHARACTERS

ABIGAIL
DIANTHA
SALLY
EBENEZER
} Children of Revolutionary times

A number of boys to march as soldiers with sprigs of green pinned to their coats and one as GENERAL WASHINGTON.

SCENE I

(*A room in a Philadelphia house. Abigail, Diantha and Sally are seated in it sewing on samplers or patchwork. Diantha is near a tall, old-fashioned clock, which may be drawn on the blackboard if a real one is not available.*)

Abigail What time is it, Diantha?

Diantha It is half after two. Our hour for needlework is just half over.

Abigail Dear me, I wish it was all over! I hate to sew!

Sally Mother says we can never grow up to be accomplished ladies unless we learn needlework. She says it is one of the pleasantest things a woman can do, because she can always think pleasant thoughts while she is stitching, But for my part, I can't think unless

I am talking. Let us talk of pleasant things while we sew, and then the time will pass faster.

Diantha Let us tell which of all the things we have we like the very best.

Abigail Oh, that's easy! I like my red gown the best of anything I have, because it has an overdress looped up over the red petticoat, like the one the colonel's lady wears. Brother Ebenezer says there was no need of using that extra cloth, and making an overdress, but I wouldn't give it up for anything. I feel so grand and stylish in it.

Diantha I know how you feel, because that's just the way I feel about my white wool mantilla. I like it the very best of anything I have. Ebenezer says I don't need that either, because I have another cloak, but I like it a hundred times better than any common cloak.

Sally Well, I like best my blue silk handkerchief that Uncle Bartholomew brought me from London. There isn't another like it in the colonies — the states, I mean.

Ebenezer (*rushing in excitedly*) Girls! Girls! What do you think! General Washington is going to march the whole Continental Army through the streets of Philadelphia! All good patriots are going to decorate their houses in honor of it. I'm off to watch what they do. (*Goes out.*)

Abigail We are good patriots.

Diantha We ought to decorate too.

Sally But we haven't a thing to decorate with!

Abigail If we only had a flag, that beautiful red, white

and blue flag, with stars and stripes, that Congress adopted in June! But Mistress Betsy Ross and all her helpers can't make them fast enough for the people who want them, and we haven't any money to pay for one if they could. They cost a deal of money. We couldn't afford to buy one possibly.

Diantha I wish we could make one.

Sally I wonder if we couldn't. I know Mistress Betsy Ross would show us how, because she is my aunt. But we haven't money to buy the materials for it. I'd give almost anything to get a flag.

Diantha Would you give your blue silk handkerchief?

Sally Yes, I would.

Diantha Well, I'd give my white mantilla, too.

Abigail (*eagerly*) Girls, we can do it. The blue handkerchief will make the blue field. Diantha's mantilla will give us the white, and I'll take off the overdress to my red gown — it isn't really necessary, as Ebenezer says — for the red stripes. We can make a beautiful flag and wave it when Washington's army goes past.

Sally It will take hours and hours of sewing. It's close, fine sewing too, much harder than this.

Abigail Who cares for that? Wouldn't I work my fingers off in honor of liberty? Come on! Let's ask mother if we may.

Scene II

(*The parade. All the boys in school, as Washington's army, with sprays of green pinned to the lapels of their coats as a token of patriotism, march past. The girls stand watching them, waving their flag. At a word from the commander all the boy soldiers turn and salute the flag and all sing together:*)

We Hail the Flag

(Tune: "Maryland, My Maryland")

We hail the flag we love to-day,
  Freedom's flag, our starry flag,
We'll sacrifice and work and pray
  For freedom's flag, our starry flag.
Its red and white, its stars so bright
  Are shining with a holy light.
We battle 'neath it for the right,
  Freedom's flag, our starry flag.

We hail the flag we love to-day,
  Freedom's flag, our starry flag;
For liberty we'll strive alway
  'Neath freedom's flag, our starry flag.
We'll give our blood, we'll give our might
  For flag and liberty to fight.
We'll battle bravely for the right,
  For freedom's flag, our starry flag.

IN BETSY ROSS'S TIME

SARA E. KIRK

CHARACTERS

BETSY ROSS
UNCLE SAM
THIRTEEN LITTLE GIRLS
(Representing Thirteen Colonies)

Costumes: Betsy Ross, gray dress, Quaker style, white cap and kerchief; Uncle Sam in regulation dress; Thirteen Girls in white.

ARRANGEMENT

Table and chair; work basket for Betsy Ross, with needle, thread, scissors, etc. (Several needles to be threaded to guard against Betsy's nervousness.) Scraps of red, white, and blue scattered about on table with work basket. Thirteen scarfs of red and white bunting, each about one yard long. Large flag with stripes and empty blue field (this is made previously), the field dotted in thirteen places for Betsy Ross to know where to sew the stars.

Stage to be arranged at one side to allow room for Colonies' Drill.

(Songs to be introduced at pleasure of teacher.)

(*Betsy Ross seated by table with large flag in her lap, sewing. Uncle Sam standing by her side.*)

Uncle Sam Good-morning, Mistress Betsy Ross, I see you are hard at work.

Betsy Ross Yes, General Washington has asked me to make a flag for our great country, and I'm trying these red and white stripes and this blue field.

Uncle Sam I think that will be beautiful. (*Soft music, march time, heard.*) But who comes here? I believe it is our thirteen colonies, just the ones we have now when our flag is being made.

(*Enter Thirteen Girls each carrying a white star. If not all about one size, two largest first, and so on, down to Delaware, who is unaccompanied. March to Uncle Sam and Betsy Ross. First two speak, next two, and so on. As they speak they place stars in Betsy Ross's lap.*)

"PENNSYLVANIA and NEW YORK send these stars to lie
On the blue field, as in the bright sky."

"NEW HAMPSHIRE and RHODE ISLAND ask if these stars white
Are not clear, beautiful, and bright ?"

"VIRGINIA and MARYLAND say these pointers five
Will make the flag seem truly alive."

"These two white ones, CONNECTICUT and MASSACHUSETTS say,
Will make Old Glory as bright as day."

"NORTH and SOUTH CAROLINA send these two beautiful ones
As ordered by brave General Washington."

"GEORGIA and NEW JERSEY ask if you will permit Uncle Sam
To add these two — dear little ma'am!"

"DELAWARE, although a little state,
Hopes her star is not too late."

Betsy Ross I am sure you have brought me just what I wanted. Now if you will entertain Uncle Sam a while you may each have a piece of our glorious flag.

(*As colonies finish speaking they retire to position for drill, first four forming line at back, next four in front of these, and so on. Delaware (smallest girl) takes position in front, alone.*)

THE DRILL

(Waltz Time)

First Movement Scarfs held at ends in each hand, swung to right, right hand high, left low; then to left, left hand high, and so on.

Second Same as first, only diagonally to right and left. (This movement can be prolonged by swinging diagonally *back* right and left, but I found this confused first year children.)

Third Join hands with girl next, raise joined hands, forming arch of bunting; swing gracefully. (*While*

the others are doing this Delaware will hold scarf out in front of her at arm's length without motion.)

Fourth Scarfs thrown around neck, arms crossed lightly and held out from breast, with scarf end held in right hand laid on left arm and *vice-versa*, while body sways to music.

Fifth Scarfs still around neck crossed on breast, held with left hand, right foot diagonally to right and right hand shading eyes, body thrown forward, whole position to indicate looking off in the distance. Same to left with right hand on chest, left foot pointed, and left hand shading eyes.

Sixth Scarfs held back of body and down, point right *toe* diagonally forward to right, and bring end of scarf in right hand around to rest on right knee. Same to left — with left toe pointing and end of scarf in left hand brought around to rest on left knee.

Finale Colonies form tableau by kneeling sufficiently removed from each other, to clasp ends of flags and thus form one long scarf at the back of each line. Better still, if curtain is used, drop the curtain for a moment and upon raising colonies are kneeling as described, with Betsy Ross and Uncle Sam holding finished flag back and above colonies.

A MOTION PICTURE DRAMATIZATION OF "HATS OFF!"

BEATRICE M. STEVENS

A fifth grade were learning "Hats Off!" the familiar patriotic poem, by Henry Holcomb Bennett. They were interested, in a way, especially as the popular movement of preparedness was brought in by the allusions to the flag and its meaning. Also they enjoyed the reciting in unison, as children always do. But — the fact remains that they might have shown more enthusiasm.

Then, as they finished the last verse, I suddenly said:

"Now, children, let's make a moving picture of it!"

Well, they sat up rather quickly! The mere mention of moving pictures will cause that in almost any room nowadays, you know. They were slightly mystified, but when I explained, "Let's tell how the poem would look if it were shown in pictures instead of written out," every little hand waved eagerly. So we made a synopsis of it, as shown here. And the faces that had looked blank when I said, "Describe the scene," or "What does this verse mean?" were bright when I said, "What would it look like in a picture show?' Try it yourself — make a "moving picture" out of some poem or story and see if they don't like it.

SCENE I

Insert: "Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky.
Hats off!
The flag is going by."

Street scene, crowds of people waiting to see procession go by. Suddenly they hear sounds, all lean forward and wave and shout. Then, marching slowly, the soldiers appear, the color-bearer at the head carrying a beautiful large flag. All wave and take off hats.

Scene II

Insert: "Blue and Crimson and white it shines
Over the steel-tipped ordered lines.
Hats off!
The colors before us fly,
But more than the flag is going by!"

Same scene, soldiers and flag still passing, people even more enthusiastic as they file by.

Insert: "Sea fights . . .

Scene III

Battle in which *Old Ironsides* takes part, in War of 1812.

Scene IV

Civil War sea battle, as that between *Monitor* and *Merrimac*.

Scene V

Battle of Manila Bay.

Insert: " . . . And land fights, grim and great
Fought to make and to save the state."

Scene VI

Battle of Lexington and fighting when Paul Revere made his famous ride, Yankee farmers along hedges and ditches.

Scene VII

Battle of Bunker Hill — Soldiers rushing up hill, Yankees waiting till they hear, "Don't fire till you see the whites of their eyes."

Scene VIII

A Civil War battle, Union and Confederate flags shown. Battle of Gettysburg, perhaps.

Scene IX

An Indian battle — as "Custer's Last Charge."

Scene X

Colonel Roosevelt and Rough Riders charging up San Juan Hill.

Insert: "Weary marches and sinking ships."

Scene XI

Long lines of weary staggering soldiers, bearing the flag, marching over plains and through wildernesses.

Insert: "Cheers of victory on dying lips."

Scene XII

A battlefield, soldiers lying on ground dying, faintly cheering and waving caps as comrades pass over and carry the flag to victory.

Insert: "Days of plenty and days of peace,
March of a strong land's swift increase."

Scene XIII

Harvest field, harvesting machines passing over, threshing machines, near beautiful field of waving grain, busy workers.

Scene XIV

Happy homes along pleasant street, children playing on well kept lawns, run down to greet father returning, happy mothers sewing on pizazas.

Scene XV

Pretty farmyard scene, cow and chickens, children driving a pony, big hay-wagons coming in loaded through gate.

Scene XVI

Street scene, automobiles passing, street cars full of happy people.

Scene XVII

Sunday, people going to church along well-shaded avenue, beautiful homes and churches.

Insert: "Equal justice, right and law."

Scene XVIII

Court room, dignified judge and interested jury. A rich man and a poor man before the court, both sentenced — or both set free.

Insert: "Stately honor and reverend awe."

Scene XIX

Capitol building at Washington, novel and inspiring, flag floating before it.

Insert "Sign of a nation, great and strong,
To guard her people from foreign wrong."

Scene XX

Village in New Mexico along Mexican border. Night-time, moonlight, Mexican bandits rush in and storm the town, killing people.

Scene XXI

Soldiers in garrison sleeping, aroused by noise, leap to feet, seize guns, rush out after Mexicans.

Scene XXII

Soldiers pursue Mexicans over the border, they in frantic retreat.

Scene XXIII

More soldiers from nearby town come.

Scene XXIV

Trainloads of soldiers all over the country passing on way to New Mexico and Texas.

Insert "Pride and glory and honor, all
Live in the colors, to stand or fall."

Scene XXV

Cupola of Capitol building, flag floating proudly.

Insert "Hats off!
Along the streets there comes
A blare of bugle, a ruffle of drums,
And loyal hearts are beating high.
Hats off!
The Flag is passing by."

Scene XXVI

Same as Scene I, street lined with people, soldiers and flag passing.

THE MAN WITHOUT A COUNTRY

ALICE COOK FULLER

NOTES TO THE TEACHER

Read to the school Edward Everett Hale's story of "The Man Without a Country." Let them discuss it freely, and get their views on the quality of the punishment. Teach them all of the selection which Nolan could not finish.

If there are a sufficient number of children it might be well to divide up the conversation of the sailors among them, as this gives added interest. The "stage properties," aside from the book and the letter to the ship's Captain, may be imaginary, or improvised to suit conditions.

CHARACTERS

PHILIP NOLAN, The Man Without a Country
ARMY OFFICERS — Lieutenants Ames, Barnes, Conrad, Estrade, and Capt. Dunlap
LIEUTENANT NEAL, in charge of the prisoner
CAPTAIN and CREW of government ship
CAPTAIN and CREW of second government ship

SCENE I

Lieut. Barnes pacing the stage

(*Lieut. Ames enters from right. Both salute*)

Lieut. A. Have you heard the result of the court-martial at Fort Adams, as yet, Lieutenant Barnes?

Lieut. B. In part, only. It seems that our old messmate, Philip Nolan, has rather the worst of it, if report speaks truly.

Lieut. A. Yes, and it seems too bad. He's only a lad, and there were others there, bigger flies than he, who escaped punishment — though it is the general belief that he was not the guiltiest of those who went before the court.

Lieut. C. (*enters*) What is this I hear about young Nolan? Is it true that he was court-martialed? I'd be sorry to hear that it is true, for he is a lovable, merry-hearted, upright, honorable lad, if ever there was one.

Lieut. A. It is only too true, I fear. We were speaking of it as you arrived.

Lieut. C. Philip Nolan — court-martialed! And for what? I merely heard a rumor of the fact — not a word as to the cause. It seems difficult to credit it, for a more gentlemanly, brighter, more loyal officer than Philip Nolan is not to be found in the whole "Legion of the West."

Lieut. B. And yet he has been court-martialed for disloyalty to the service. It has been proven, beyond doubt, I fear, that he had many times expressed not only his weariness of the service, but his entire willingness to obey any order, however impossible, so long as it be signed "By command of His Excellency, A. Burr."

Lieut. C. Burr! Aaron Burr! I know him. And what has the wily Burr been plotting now? You know I've just returned from the wilderness, and a few months

out there rather puts one a bit behind the times in current history.

Lieut. A. Burr has been doing the thing which he always has done. He has been working himself into the hearts of the young, strong, courageous, adventurous men of the nation, that he may have an assured following when his political plans are ripened.

Lieut. C. And this last scheme, which involved Nolan?

Lieut. B. It was nothing less than a vision of Empire! Burr has high aspirations. The honors which his country may bestow upon him are not sufficient for him. He would be emperor — though he need to take the empire by force. He had gathered to himself a large following.

Lieut. A. No one *really knows* what his plan was, though; as Lieut. Barnes has said, it was believed to be to establish an empire in the West. He had enlisted many capable, energetic young men, among whom was Philip Nolan. They were one and all ready to follow him to the ends of the earth. They were enlisted in the enterprise, body and soul.

Lieut. C. And they court-martialed him! Poor boy!

(*Enter Captain Dunlap and Lieutenant Estrade. All salute.*)

Lieut. B. Have full particulars of the court-martial been received from Fort Adams, Captain Dunlap?

Capt. D. Yes, and I fear poor young Nolan is done for. He would have been sentenced, of course, for he was proven guilty. But the lad made matters infinitely worse for himself when Colonel Morgan asked him at the close whether he wished to say anything to show that he had always been faithful to the United States, by flying into a frenzy of rage, cursing the country, and declaring: "I wish I may never hear of the United States again!" You may imagine (*turning to Lieut. Estrade*) the effect that it would have upon that particular body of men.

Lieut. E. Half of the officers that sat in the court had served through the Revolution, and their lives, not to say their necks, had been risked for the very ideal which the reckless boy cursed in his madness!

Captain D. Of course there is no excuse for him, whatever. The one thing which they failed to take into consideration — indeed, which they could not consider, was that the boy was brought up in the West, in the midst of "Spanish Plot," "Orleans Plot," and all the rest. He has been educated on a plantation where the finest company was a Spanish officer or a French merchant from New Orleans. Adding to that, the fact that he was for a year under an English tutor, and that much of his boyhood was spent in Texas, one can see that the United States is little more to him than a name.

Lieut. A. (*warmly*) Yet he has been fed by "United States," for all the years he has been in the army, and he had sworn on his faith as a Christian to be true to "United States," and it was "United States" which had

given him the uniform he wore, and the sword by his side.

Capt. D. In my opinion it was only because "United States" had picked the poor boy out as one of her own confidential men of honor, that "A. Burr" cared a straw more for him than for the flat-boat man who sailed his boat for him. There is no excuse for him, but there is an explanation of his action.

Lieut. C. What sentence was imposed?

Capt. D. He was given his wish.

Lieut. E. You mean?

Capt. D. Colonel Morgan was terribly shocked. He called the court into his private room and in fifteen minutes, white as a sheet, he returned to say: "Prisoner, hear the sentence of the court! The court decides, subject to the approval of President Jefferson, that you never hear the name of United States again.

Lieut. A. (*breathlessly*) And Nolan?

Capt. D. Nolan *laughed!* But nobody else laughed. The whole room was hushed dead as night, for a minute. Even Nolan lost his swagger in a moment. Colonel Morgan ordered the prisoner taken to Orleans, in an armed boat, and delivered to the naval commander there. The marshal gave orders to that effect and the prisoner was taken out. Colonel Morgan instructed the marshal to see to it that no one mentioned the United States to the prisoner. From henceforward he is A MAN WITHOUT A COUNTRY.

Scene II

The deck of a government ship. Crew busy about the deck. Captain standing to left of stage

(*Enter Lieutenant Neale, accompanied by Prisoner. All salute.*)

Lieut. N. (*hands sealed orders to Captain*) I am commanded to deliver to you these orders and the prisoner, Philip Nolan.

(*Nolan steps forward. Captain receives orders, gives Nolan into the hands of an armed guard, writes out a receipt for the prisoner, seals and delivers it to Lieutenant Neale. They salute and the latter leaves the ship.*)

Captain (*opens orders and reads aloud*) Sir: You will receive from Lieutenant Neale the person of Philip Nolan, late a Lieutenant in the United States Army. This person on his trial by court-martial expressed, with an oath, the wish that he might never hear of the United States again.

The court sentenced him to have his wish fulfilled.

For the present the execution of the order is intrusted by the President to this department.

You will take the prisoner on board your ship, and keep him there with such precautions as shall prevent his escape.

You will provide him with such quarters, rations and clothing as would be proper for an officer of his late rank if he were a passenger on your vessel on the business of his government.

The gentlemen on board will make any arrangements agreeable to themselves, regarding his society. He is to be exposed to no indignity of any kind, nor is he ever unnecessarily to be reminded that he is a prisoner.

But under no circumstances is he ever to hear of his country, or to seek any information regarding it; and you will especially caution all of the officers under your command to take care that, in the various indulgences which may be granted, this rule, in which his punishment is involved, shall not be broken.

It is the intention of the government that he shall never again see the country which he has disowned. Before the end of your cruise you will receive orders which will give effect to this intention.

Respectfully yours,
W. SOUTHARD,
for the Secretary of the Navy

Captain (*turns to crew*) Attention, Men! (*All salute. Come to attention with heels together, hands straight at sides, all facing officer*) By order of the department, the prisoner just brought aboard is to be allowed the freedom of the ship; treated in a gentlemanly way as becoming an officer; and not needlessly reminded that he is a prisoner. But under no circumstances is he to hear the name of his country or see any information regarding it. Each officer and man on this ship shall consider himself held personally responsible in seeing that this order is carried out both in letter and in spirit.

(*All salute.*)

Scene III

On shipboard. Crew lounging about the deck, reading, talking, etc.

First Sailor So "Plain Buttons" has been passed on to us at last. This must be his tenth voyage. They do say that at the end of the first he thought he was to be taken home, but the department had other plans. They transferred him to an outbound vessel before they reached home, and he has been passed on every time in the same way.

Second Sailor Must have seen quite a bit of the world by this time. But why do they call him "Plain Buttons?"

First Sailor Haven't you noticed that the buttons on his officer's uniform are plain? Government will not allow him to wear the regulation buttons, because they bear the insignia of the United States.

Third Sailor It's rather hard lines on us if he eats at the regular mess. We shall not be able to so much as mention home.

First Sailor He eats alone, except Monday dinners, and those he takes with the officers' mess.

Fourth Soldier They even cut from the papers all reference to home before he is allowed to look at them. They claim that old Shaw even cut "The Tempest" out of the volume of Shakespeare before handing it over to Plain Buttons, because it said, "The Bermudas ought to be ours, and, by Jove, should be, one day." Plain Buttons is all right, though — Sh! Here he comes.

(*Enter Nolan, seats himself, picks up a book, which is at that moment laid open, face down, upon a chair by a departing sailor.*)

First Sailor Go on with the reading, won't you, Mr. Nolan? None of us have read the book yet, and none of us want to wait till some one else finishes it before getting it ourselves, so we are reading it aloud.

Nolan (*looking more closely at it*) Oh! It's Scott's "Lay of the Last Minstrel." I like the firm bold swing of the words. I'll read it to you with pleasure. (*Begins XXX, Canto Fifth, "Lay of the Last Minstrel."*)

So mourned he, till Lord Dacre's band
Were bowning back to Cumberland.
They raised brave Musgrave from the field,
And laid him on his bloody shield,
On level'd lances, four and four,
By turns the noble burden bore,
Before, at times, upon the gale,
Was heard the Minstrel's plaintive wail;
Behind, four priests, in sable stole,
Sung requiem for the warrior's soul:
Around, the horsemen slowly rode;
With training pikes the spearmen trode;
And thus the gallant knight they bore
Through Liddesdale to Leven's shore;
Thence to Holme Coltrame's lofty nave,
And laid him in his father's grave.

Breathes there the man with soul so dead
Who never to himself hath said
"This is my own, my native land!"

(*All begin to show signs of special interest and attention. Nolan hesitates, straightens up and plunges on.*)

Whose heart hath ne'er within him burned
As home his footsteps he hath turned
From wandering on a foreign strand?
If such there breathe, go, mark him well —

(*Men showing all signs of uneasiness, while one sailor approaches with extended hand as though to take the book from him. The next five lines should be read clearly, but haltingly.*)

For him no minstrel raptures swell;
High though his titles, proud his name —
Boundless his wealth as wish can claim,
Despite these — titles — power and — pelf,
The wretch — concentered all — in self" —

(*Nolan tries to read further — stammers, hesitates, then rises suddenly and flings the book violently into the sea, and vanishes.*)

First Sailor (*regretfully*) That was too bad. Wish I'd known what was coming in the beastly book and I'd have pitched it into the sea myself rather than put him

through such a bad fifteen minutes. I hate to hurt a man, too, and a brave one. Did you ever hear about him in that frigate duel?

Second Sailor No. What was it?

(*Others become attentive, one or two moving somewhat closer.*)

First Sailor It was once when a round of shot from the enemy entered the port square, killing the gun's officer and almost every man of the gun's crew. It was a horrible sight. As the bodies were being carried off Plain Buttons marched up with a rammer in his hands, and just as if he'd been an officer, began giving orders, straightened out the demoralized crew, finished loading the gun with his own hands, aimed it, and ordered the men to fire. And there he stayed, cheering on the men and sitting on the carriage while the gun was cooling, getting it loaded and fired twice as often as any other gun on the ship until the enemy was defeated.

Second Sailor It looks as though they would have done something for him to have him pardoned, doesn't it?

First Sailor They did write to the department about it, urging that his punishment had been sufficiently prolonged, but nothing came of it. But the Commodore himself called him up before the entire ship's crew, and thanked him for his courageous help, and presented him with a sword. It was the first time he'd had his hand

on a sword hilt since that day at Fort Adams, and they say he cried like a baby. He always wears it now on occasions of ceremony.

(*Re-enter Nolan*)

Nolan Mates, if I cannot serve you in any other way, I can at least offer myself as an example to you. You all know why I am here. I am without a family, without a home and without a country. And I want to say to you that if you are ever tempted to say a word or to do a thing that shall put a bar between you and your family, you and your home, or you and your country, pray God in His mercy to take you that instant home to His own heaven. Stick by your family, boys. Forget that you have a self while you do everything for them. Think of your home, boys. Write, send, and talk about it. Let it be nearer and nearer to your thought the farther you have to travel from it. And rush back to it when you are free. And for your country, boys (*pausing*), and for that flag (*pointing to the ship's flag*), never dream a dream but of serving her as she bids you, though the service carry you through a thousand deaths.

No matter what happens to you. No matter who flatters or abuses you, never look at another flag, never let a night pass by but you pray God to bless that flag.

Remember, boys, that behind all these men you have to do with, behind officers, and government, and people, even, there is the Country Herself — your Country —

and that you belong to her as you belong to your own mother. Stand by her, boys, as you would each and every one of you stand by your mother.

And now, a personal request. When I die, bury me in the sea — for I love it. But will not some one set up a stone for my memory at Fort Adams or at Orleans, that my disgrace may not be more than I ought to bear?

Say on it:

"*In Memory of*

PHILIP NOLAN

Lieutenant in the Army of the United States

He loved his country as no other man has loved her; but no man deserved less at her hands."

(*All men rise. Exit Nolan to left, all sailors standing at "Salute," until he is out of sight.*)

First Sailor A Man Without a Country, mates, but a Patriot, nevertheless.

"SINGLE-HANDED McAULEY"

FLORENCE M. MILLER

(The story, "Single-Handed McAuley," by Holman F. Day, was published in the *Youth's Companion*, June 29, 1905, and is dramatized by kind permission of author and publishers.)

SCENE I

Officer's Room

CHARACTERS

UNITED STATES MARSHAL
WARREN McAULEY, a Deputy Marshal

COSTUMES AND SCENERY

Cadet suits will do for the officers, if the real suits cannot be borrowed. A table or desk and a few chairs are all that are necessary on the stage, although a United States map and flag may be used in the background, and writing material and papers may be placed on the table.

(*The Marshal and his Deputy are seated by the table or desk, conversing.*)

Marshal That's their brag, Mac, at "Long Philip's" camp on the East Spectacle waters. They say that never yet was a man taken by officers out of Long Philip's camp. I'll admit that they have never harbored a murderer or a downright scalawag. But Long Philip seems to like getting hold of liquor-sellers who are run-

ning away from us because they haven't paid their revenue tax. He is ready to hire smugglers and army deserters; he says those men stay and never ask for vacations. To make them work, all he has to do is to threaten to discharge 'em. They know what that will mean for 'em. But never has a man been taken out of that camp by an officer! That's their brag.

McAuley And now Felix Theriault, who has fled to Long Philip's famous camp and is working as a chopper there, must be arrested and brought before the United States District Court despite this boast?

Marshal It must be done! The others haven't been worth spending money and time on, but this Theriault must come out! (*Pounding his fist on the table.*) It won't do to allow a man, who shot and wounded an officer who went to arrest him, to escape. The papers are howling about an outlaw being at large — defying the whole United States, and all that. I want you to take a dozen men, if you need them, and bring him down. I reckon Long Philip needs one lesson, at least. They have ridden too many deputies out of that camp a-straddle a beech sapling. They need a hard punch! We've got to give it to 'em, Mac!

McAuley (*slowly and thoughtfully*) I don't think your plan is the right one, Marshal.

Marshal Well, they skidded the last officer down Tumbledick and broke his arms! Does that look as if another deputy would try 'em single-handed, if he had brains?

McAuley You know what will probably happen —

what usually happens when two crowds of men get to mixing up. It's human nature to fight then, anyway, for the principle of the thing — when men are real men and the odds are even. I'm afraid it will be awfully bad business, sir.

Marshal Afraid?

McAuley Well, hardly! (*He rises*). So little afraid that I'll go alone! (*The marshal looks at him in amazement for a moment.*)

Marshal Bring me Theriault. If you take him single-handed, Mac, charge mileage and per diem for ten men, and look to me to pay the bill.

Scene II

Long Philip's Camp

CHARACTERS

Long Philip
Theriault
Other Lumbermen
Deputy Marshal McAuley (disguised as a doctor)

Costumes and Scenery

The lumbermen wear old suits; flannel shirts or sweaters. McAuley wears a better suit, a thick overcoat, cap and snow-shoes; he carries a doctor's medicine case.

At one side of the stage there is a camp-fire, with drying-poles near it; a long "eating-bench" and rough table occupy the center of the camp; stools, a fiddle in the corner and any other articles which suggest the rough life of a lumber camp may be used.

Rude plates and cups are on the table, and a great dish of beans in front of Long Philip.

(*The lumbermen are seated at the table, Long Philip in center; they have apparently about finished their evening meal. A noise is heard; Long Philip turns, and McAuley, disguised as a doctor, enters the camp.*)

Long Philip Come in, doc. On your way to the upper camps to vaccinate 'em on account of the smallpox scare, I s'pose? Draw up and have some supper. You're welcome to spend the night, but you can't vaccinate us. Long Philip's crew takes no orders from doctors or deputies, hey, boys?

(*The men give a murmur of agreement. McAuley hangs his case and snowshoes by the fire, and sits down at the right hand of the "boss," who gives him a plate of beans.*)

Long Philip We ain't afraid of law, smallpox, or anything else in this place. I reckon most all the folks outside have heard of our camp, haven't they? Never was a man taken out of here by an officer. That's our record! Any man that stays square in here, we stick to him. For instance, Theriault, there (*he points to one of the men*), that they're wanting so bad outside just now — he knows he's safe in here all right.

(*The deputy looks carefully at the man pointed out, but goes on eating and says nothing.*)

Long Philip Well, if you've finished, boys, let's have some songs and stories. (*They move away from the table.*)

Bring me my pipe, and bring out the fiddle. Give us your best to-night, boys. Company's here, you understand.

(*One of the men plays on the fiddle, and they sing a number of songs — those of the woods and lumber camps, if possible, should be rendered.*)

Long Philip Perhaps you can give us a bit of a tune yourself, doc? Most of the folks that drift in here can sing something, even if it isn't anything but the tune the old cow died on.

McAuley I'm not much of a singer.

Long Philip Oh, give us something — a story, then!

(*McAuley appears to be trying to remember some story; then after a moment or two, he begins.*)

McAuley I have a friend in the army who got back from the Philippines a few months ago, and he was telling me an interesting little story. He said that one day the cruiser he was aboard was ordered into a bay — I don't know the name of it. It was proposed to land supplies from a transport a bit later, and scouts had reported signs of a Filipino force hidden in some earthworks. So the cruiser proceeded to throw a few companies ashore and clear the place. My friend had charge of one boat. There were reefs and shoals inshore, and they had nearly a quarter of a mile to wade when they were ordered overboard. The men splashed along, up

to their waists, holding their guns above their heads, making a sort of a lark of it when they could see no signs of life on shore. But all at once a man dropped as if he had stubbed his toe. Those near him laughed, but he didn't come up, and the white froth where he went down was blood-spotted. Another man — with the laugh still on his lips — dropped. And then another. Still there wasn't as much as a puff of smoke on shore, and the sound of their splashing covered the crack of the ambuscader's rifles. It was a case of smokeless powder and a well-hidden foe — and that's hard fighting for men in the open.

(*The lumbermen assent. McAuley continues his story.*)

Despite themselves, the men stopped. The death that tagged one after the other was awful in its mysteriousness. When they stood quiet in the water they heard the pik! of the bullets in the air. The officers yelled and the men tried to hurry on again, but you know what wading at a quickstep is, you who have been on the drive. And, one here, one there, men dropped all the time. It was getting to be more than human nature could stand. They were halting. They were looking back. They were getting ready to retreat. The commander aboard the cruiser saw it all through his glass, and in two minutes he had the ship's band playing "The Star Spangled Banner." My friend told me that when that sound came rollicking to them over the water it seemed that they could see Uncle Sam himself wading ahead

of them, his blue coat tails floating on those Filipino seas. They let out a yell that the natives certainly could hear a mile inland, and before the band stopped playing they had swept that shore in a charge that — well, I believe the Filipino sharp-shooters are thought to be running yet.

(*As the story continues, the men lean forward, listening with more and more eagerness and enthusiasm. The boss is especially stirred.*)

Long Philip They wouldn't have been Yankees — they wouldn't have been Americans — if they hadn't chased those yaller boys off'n the face of the earth while the band played that tune!

Deputy McAuley (*to the fiddler*) Can you play "The Star Spangled Banner"?

(*The fiddler immediately begins to play the tune; McAuley sings, and the others, roused by his enthusiasm, jump to their feet, and join in the song. Some spring on seats and cheer. Felix Theriault is singing with the others, when the deputy moves quickly to his side, and clasps a pair of handcuffs round his wrists. The singers stop, astonished, McAuley faces the men boldly.*)

McAuley I am a Deputy Marshal of the United States Government. I am a servant of the people. You are a part of the people. I haven't a weapon on me — not so much as a jack-knife. (*He turns his pockets*

wrong side out.) I am here unarmed and helpless. I could have come with guns and twenty good men to back me. I didn't want to. It would have meant bloodshed. I came here trusting in our country's laws and in your honor as patriotic Americans. This man has broken the law — your law. That is his affair — not yours. I am here to arrest him. That is my duty. I want to see if there is a man among you who will block an officer of his own United States Government.

(*Long Philip, the boss, advances a step or two toward them. There is an indistinguishable sound of amazement from the men.*)

McAuley (*shouts*) As you are Americans, men, sing that song again! (*To the fiddler*) Play! play as you never played before! (*The fiddler plays again, "The Star Spangled Banner," one by one the men join in the song, and as the chorus rings out, Long Philip is swept by the enthusiasm over to the side of law and patriotism.*)

Long Philip (*shouts*) Keep singing, boys! Keep singing! (*He seizes caps and coats, puts them into McAuley's arms, and pushes deputy and prisoner toward one of the wings of the stage, gasping*) Go down the tote-road to Lancaster's camp to-night!

(*The prisoner makes no resistance. McAuley leads him away.*)

Theriault (*Just before they leave the stage*) If you'll let

me put my coat on I won't make you any trouble, M'sieu United States Governor.

(*After deputy and prisoner have left the stage, Long Philip turns back, raising his arm, and yells above the chorus.*)

Long Philip Three cheers for the United States of America!

This story is a splendid one to use in order to teach certain important lessons in regard to the meaning of patriotism. The dramatization may be used as part of a patriotic entertainment, in which case it would be combined with songs and other exercises. Although quite a number of boys could be in this entertainment, there are only a few that need to have any special ability, and thus this little play would be especially good for some schools.

This story could be used also in regular school-room work. The pupils would read it and then act it, in about the same manner as given above, only there would be no costumes or scenery. Also, in that case, the pupils dramatize the story themselves; and they should act it a number of times, so that different ones may take the parts of the chief characters. In taking the part of Deputy McAuley, different pupils should tell in their own words the story he told to the lumbermen, and thus make this a good exercise in language.